



*Governor's Office for Children
Promoting the well-being of Maryland's children*

Children's Cabinet 2015 Strategic Direction and Implementation Plan

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Table of Contents

Children’s Cabinet Four Strategic Goals	5
Goal One: Reduce the Impact of Parental Incarceration on Children, Families and Communities	5
Background:	6
Gaps in Service:.....	7
Current Statewide Approaches:	8
Goal Two: Improve Outcomes for Disconnected Youth	10
Background:	10
Gaps in Services::	11
Current Statewide Approaches:	13
Goal Three: Reduce Childhood Hunger	14
Background:.....	14
Gaps in Services:.....	15
Current Statewide Approaches:.....	16
Goal Four: Reduce Youth Homelessness	17
Background:	17
Gaps in Services:.....	18
Current Statewide Approaches:	19
Local Approaches	22
Next Steps	25
Immediate Implementation	25
What can be Accomplished in Fiscal Year 2016.....	28
Beyond Fiscal Year 2016	30
Conclusion.....	32
Appendix 1 - Action Plans and Timelines by Agency	33
Department of Human Resources	33
Department of Juvenile Services.....	34
Department of Labor, Licensing and Regulation.....	37
Governor’s Office for Children	40

Department of Public Safety and Correctional Services.....	41
Maryland Department of Disabilities	42
Maryland State Department of Education	43
Appendix 2 - The Workforce Innovation and Opportunity Act of 2012.....	52
Appendix 3 - Framework for Maryland’s Interagency Council on Homelessness.....	53
Appendix 4 – Children’s Cabinet Implementation Team	54
Appendix 5 - Program Catalog	55

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Governor Hogan has made restoring Maryland's economy his principal priority and firmly believes that continually improving human capital is vital for economic growth. In

addition to creating jobs, economic growth requires investing in human capital in order to create the conditions necessary for gainful employment. Maryland, like so many other states, has invested in human failure and not human success. Too many of our State's resources have been invested in chronic social problems such as deep, persistent unemployment, high rates of poverty, high school dropout, addiction and incarceration with little detectable improvement. Conversely, too few resources have been focused on human capital formation.

The Children's Cabinet¹ ensures high visibility and sustained focus on critical issues related to children, youth, and their families through a coordinated approach to policy and resources, and is therefore uniquely positioned to address the social problems impeding economic stability for vulnerable families. The Children's Cabinet, chaired by the Executive Director of the Governor's Office for Children (GOC), tasked the Children's Cabinet Implementation Team² (CCIT) with developing an action plan and timeline for coordinating State policies to contribute to the goal of economic success by building human capital in Maryland's most vulnerable children, youth, families, and communities. Each Agency represented on the Children's Cabinet will play a corresponding role in implementing the plan and will work closely with Local Management Boards³ (LMBs), local agencies, and other partners. Several important

¹ The Children's Cabinet, established in 1988, is made up of the Executive Director of the Governor's Office for Children, the Superintendent of the Department of Education and the Secretaries of the Departments of Budget and Management, Disabilities, Health and Mental Hygiene, Human Resources, and Juvenile Services. The purpose of the Children's Cabinet is to ensure the effective, efficient, coordinated and comprehensive delivery of services. For this plan the Children's Cabinet was joined by the Governor's Office of Crime Control and Prevention, the Department of Labor, Licensing & Regulation, and the Department of Public Safety and Correctional Services.

² The Children's Cabinet Implementation Team (CCIT) is composed of the Deputies or Chiefs of Staff for each of the participating agencies.

³ Beginning in the 1980s, Local Management Boards (LMBs) were established in each of Maryland's 24 jurisdictions to ensure the coordinated implementation of a local interagency service delivery system for children, youth, and families. LMBs are designated by the local government and are made up of public and private representatives. AUTHORITY: Human Services Article, Title 8, Subtitle 3.

principles guided the development and future implementation of the Children's Cabinet Strategic Plan:

- **Maximize State Resources:** Invest State resources in coordinated, research-based approaches that support improved outcomes for children, youth, and families, consistent with child and public safety needs;
- **Measurable Outcomes:** Ensure system-wide technical assistance, training, coordination, and accountability with identified results and indicators of success;
- **Local Authority:** Increase local capacity to plan, implement, and monitor children, youth, and families' services on an interagency basis; and
- **Targeted Funding:** Ensure the interagency budget for children, youth, and family services reflects the priorities of the Governor and the Children's Cabinet and has the flexibility to address these priorities through the development of new funding sources and partnerships.

Children's Cabinet Four Strategic Goals

The Children's Cabinet Agencies will work collaboratively on four strategic goals, which all require their collective efforts to address: the Impact of Incarceration on Children, Families, and Communities; Disconnected Youth; Childhood Hunger; and Youth Homelessness. An examination of recent trends in the data suggests the need to develop a geographically-targeted approach to address the impact of incarceration where the problems are greatest and a broad-based Statewide approach to address youth who are neither attending school nor working. The other initiatives - reducing the incidence of hunger and homelessness among Maryland's children and youth - are ongoing Statewide activities that require continued focus to build on the gains made in previous years.

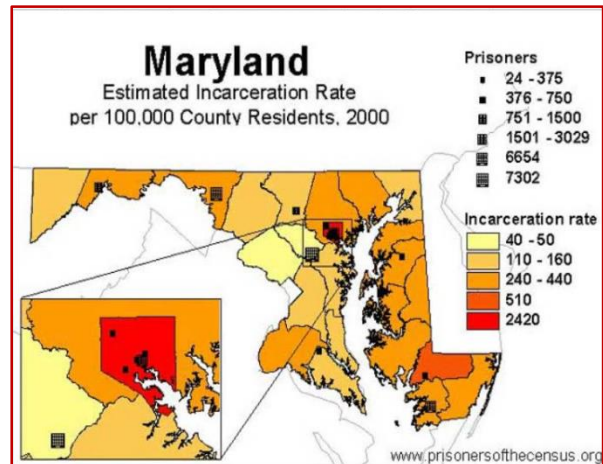
Goal One: Reduce the Impact of Parental Incarceration on Children, Families, and Communities



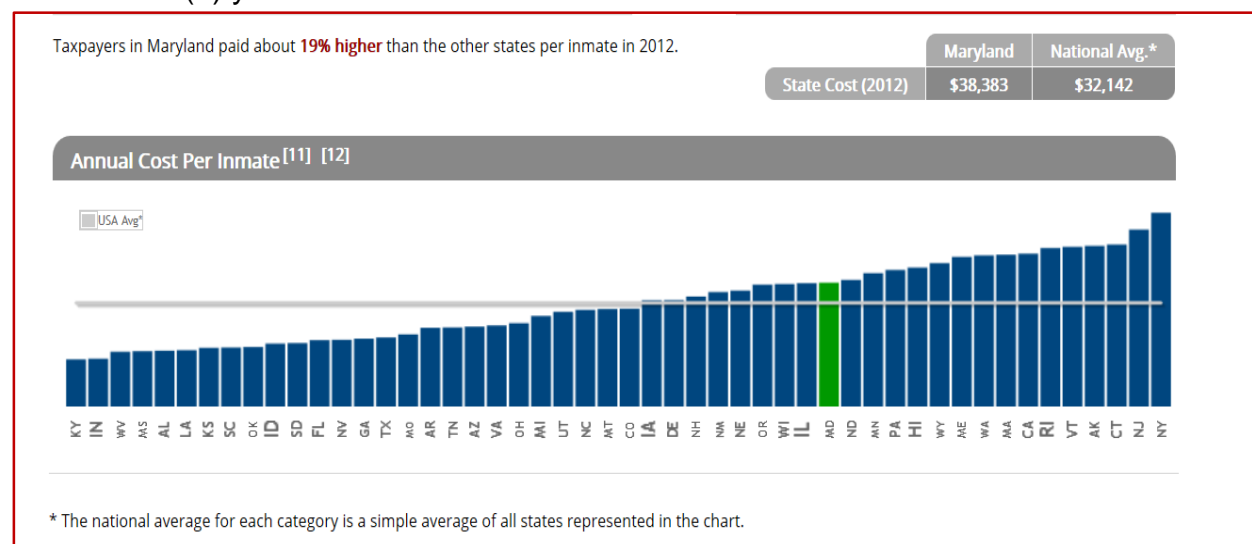
Together with the Department of Public Safety and Correctional Services (DPSCS) and the Department of Labor, Licensing and Regulation (DLLR), the Children's Cabinet will develop a family-focused approach to reducing the impact of parental incarceration⁴ and improving outcomes for families (labor force participation and family stability), children (education and healthy development), and communities (safety and revitalization).

⁴ Defined as an individual, with minor children, currently or previously incarcerated in a state or local correctional facility for adults or juveniles, including those under criminal justice supervision prior to or following a period of incarceration.

Background: Rates of incarceration have risen dramatically since 1980, both nationally and in Marylandⁱ. As the number of incarcerated adults increases, so do the number of children and families impacted by the effects. It is estimated that on any given day, approximately 90,000 children in Maryland have a parent under some form of correctional supervision - parole, probation, jail or prison. Many of those families and children reside in Baltimore City, which represents one-third of the prison population in the State. Communities with high rates of incarceration also have high unemployment, low incomes, high rates of public assistance participation, low educational attainment, high rates of student drop outs, and lower life expectancy. In Baltimore City, three-quarters of the incarcerated residents come from 25 communities where 47% of the residents are unemployed, 17% are on public assistance, 26% did not complete high school, and 14% of the houses in these 25 communities are vacant or abandoned.ⁱⁱ



Finally, incarceration overall costs Maryland taxpayers approximately \$38,000 per inmate annually, 19% higher than other states in the nation. Approximately \$300 million each year is spent on incarcerating people from Baltimore City alone, including \$17 million per year for the inmates from Sandtown-Winchester.ⁱⁱⁱ While recidivism for the State's inmate population has dropped, 40.5% of these individuals will return to prison within three (3) years.



The impact of incarceration on children and families includes family instability, higher rates of child welfare involvement, and post-traumatic effects such as hypervigilance, feelings of despair and powerlessness, and poor academic outcomes. The goal of reducing the impact of incarceration requires focusing on proven strategies for improving economic stability and future economic success for the children and families of the incarcerated. Strategies shown to be successful in other states build resiliency and success in children of the incarcerated through Life Skills (everything from learning how to cook or financial literacy to getting a job or driving); Care and Support (Cognitive Behavioral Intervention for Trauma or support groups); Expectations for Success (mentoring specific to incarceration); and Opportunities for Meaningful Participation (civic engagement).

Gaps in Service: The impact of incarceration on children, families, and communities remains an understudied and underserved area of State policy and government services. There are few programs that directly serve the needs of children and families when one or both parents are incarcerated. The Children's Cabinet Agencies have identified instances in which State policies have fallen short in addressing these needs. The Department of Human Resources (DHR) has noted that when the incarcerated parent makes substantial attempts to maintain a relationship with a child in foster care, the State has allowed this arrangement to continue. However, the State has not undertaken efforts to proactively encourage foster children to reach out to their incarcerated parents. Additionally, there are currently no programs that encourage children outside of the foster care system to remain in contact with their incarcerated parents.

The Department of Public Safety and Correctional Services (DPSCS) is working to incorporate revised assessment tools in order to more accurately identify criminogenic needs and risks associated with each offender. Incorporating evidence-based assessment practices to truly address these needs and risks will have far-reaching effects on offenders and the people with whom they interact - including families, children, and the community.

Many individuals reentering society also face significant stigma when applying for jobs or higher education. One particular study in New York noted that between three-fifths and two-thirds of applicants with a criminal record who applied to public colleges in New York did not complete the application process due to the deterrent effect of questions about criminal background.^{iv} Several Maryland schools ask a question about criminal history during the application process despite no compelling evidence that it makes campuses any safer.

Current Statewide Approaches:

DHMH: Medicaid and behavioral health programs address some of the needs of children dealing with the impact of incarceration. In Maryland, 91.9% of eligible children are enrolled in Medicaid and the Maryland Children's Health Insurance Program (MCHP). MCHP provides full health benefits for children up to age 19 who live in a household with income below 300% of the federal poverty level (FPL). This equates to \$72,750 for a family of four. Families between 200% and 300% of the FPL are required to pay a monthly premium. Benefits include, but are not limited to: doctor visits, including well and sick care; hospital care; lab work and diagnostic tests; dental care; vision care; immunizations; prescription medicines; transportation to medical appointments; mental health services; and substance use disorder treatment.

DHR: DHR conducts a daily electronic data exchange with DPSCS by providing the child support caseload. The data is used by DPSCS to identify inmates during the intake process who have a child support obligation and inform these parents of modification services. DHR uses the information provided by DPSCS to modify or suspend the accrual of arrears if certain qualifying criteria are met. By identifying and directing incarcerated parents for review and adjustment and potential job training provides that parent the opportunity to find a job and have the court structure a support obligation which that parent has the ability to pay

DJS: The Department of Juvenile Services (DJS) utilizes multiple evidence-based services in the community as an alternative to out-of-home placement. These services include Functional Family Therapy and Multi-Systemic Therapy. DJS is also developing its Re-Entry Strategic Plan objectives, goals, and performance measures to ensure that youth being released from committed placement successfully transition to life back in their home communities. The ultimate goal is to reduce the rate of recidivism by DJS youth returning from committed placement.

DPSCS: DPSCS is in the process of training employees to utilize the Level of Service Inventory – Revised (LSI-R), a survey tool designed to accurately identify the criminogenic needs and risks associated with each offender. The LSI-R surveys offenders on topics that include criminal history, education/employment, finance, family and marital life, home/accommodation, leisure/recreation, companions, alcohol and drug problems, emotional and personal life, and attitudes/orientation. By surveying all of these domains, the LSI-R enables case managers to predict parole and probation outcomes; recidivism; risk level; potential for domestic violence; successful treatment in prison; success in halfway houses and other transition programs; and the risk of

technical violations. By painting an accurate picture of offender risks and needs, DPSCS will be able to plan for effective treatment programs within institutions to address these needs, as well as reentry programs to help the offender successfully transition back into the community. The integration of the LSI-R will also help the Agency identify any gaps in treatment or programs that are needed to reduce recidivism and help offenders build stronger lives and more effective relationships.

In addition to reducing the impact of incarceration through more effective needs-based programs, DPSCS currently maintains a variety of programs within institutions that are designed to help incarcerated parents maintain family bonds and prepare for successful reentry into the family and community. These programs include:

- **Reading Unites Families** - Children are invited to visit the institution and spend time with incarcerated family members once a month. Together, the parent and child enjoy literacy-based activities. In a similar program, inmates read books aloud and the recordings are delivered to their children to maintain family relationships during incarceration.
- **Girls Scouts Beyond Bars** - In this volunteer-driven program, Girl Scouts hold their meetings with their incarcerated mothers at the institution for women.
- **Family Mediation** - Mediators meet with families and inmates to discuss family issues and help ease transition from incarceration back into the home.
- **Family Days** - Various institutions host Family Days, where family members can visit and reconnect with the incarcerated individuals.
- **Inside/Outside Dads** – A parent group offered by social workers teaches parenting skills and encourages fathers to take an active role in their children's lives.
- **Baby Bonding Program** - Children from birth to age 3 visit their incarcerated mothers for one afternoon per month.

GOCCP: Under the Byrne Justice Assistance Act Grants (BJAG), the Governor's Office of Crime Control and Prevention (GOCCP) funds projects that offer services and intervention strategies to deal with the rapidly-growing heroin problem in Maryland; evidence-based and data-driven law enforcement projects designed to reduce gun violence and other types of violent crime, identify and contain violent repeat offenders, and support successful prosecutions of violent repeat offenders; and evidence-based recidivism reduction programs that deliver services to, and enhance successful outcomes for, ex-offenders in communities throughout Maryland.

MSDE: Through Maryland's 21st Century Community Learning Program, the Maryland State Department of Education (MSDE) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for

children and youth, particularly students who attend high-poverty and low-performing schools. Through Maryland's 21st Century Community Learning Program, partnership with School Safety and School Security Personnel, and expansion in school health resources, MSDE will improve educational outcomes for all students, especially those impacted by incarceration.

Through the Division of Student, Family, and School Support, MSDE has established and staffs the School Based Health Center Policy Advisory Council. Legislation passed in the 2015 General Assembly Session will change this Policy Advisory Council into the Maryland Council on Advancement of School Based Health Centers. This Council is tasked with improving the health and educational outcomes of students who receive services from school health centers. The Council membership is diverse and brings together representatives from the legislature, several agencies, and critical stakeholders that can forward the work in integrating school-based health centers into the health care system, which can provide services and supports for students impacted by parental incarceration.

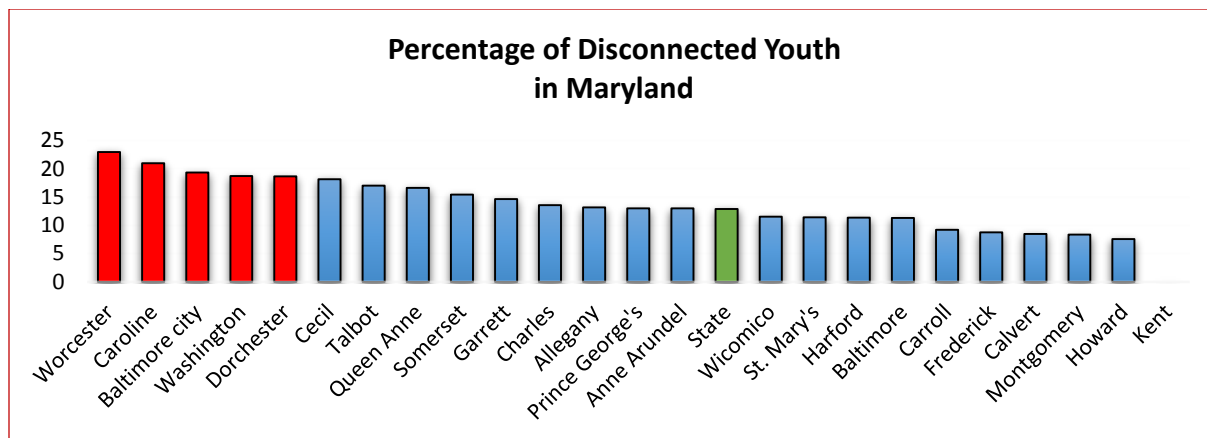
Goal Two: Improve Outcomes for Disconnected Youth



Through a comprehensive, interagency approach, the Children's Cabinet, with other partners, will provide strategies for disconnected youth to ultimately achieve gainful employment through developmentally-appropriate strategies (re-engage in education and skills development, address impediments to employment, and build on social networks).

Background: Disconnected youth are teenagers and young adults who are between the ages of 16 and 24 who are neither working nor in school. This is a heterogeneous group that includes youth transitioning from foster care or juvenile justice facilities, homeless youth, and youth who have returned from college to live with their parents. Not all will require interventions, as some will become re-engaged through the supports of family and friends. But the diverse nature of the population suggests that multiple options and approaches will be required to effectively address the scope of the problem.

Nationwide more than 5.8 million young people are disconnected, about one in seven. In Maryland the number is approximately 94,000, or one in 10, with the highest percentages located in Baltimore City and Caroline, Dorchester, Washington, and Worcester Counties.^v



Risk factors for youth disconnection include family poverty, family welfare receipt, low parent education, family instability, juvenile justice or child welfare involvement, low educational attainment, teen parenthood, disability, and lack of civic engagement. Teens who leave school and do not become part of the workforce may have difficulty gaining the skills and knowledge needed to attain self-sufficiency and become contributing taxpayers and participants in civic life. They are more likely to need public assistance; are at greater risk for incarceration, and poor physical and mental health; and may contribute to similar challenges in the next generation.

Years of research has demonstrated that reconnecting youth is beyond the scope of a single program. Young people need multiple pathways that combine work experience, education, training, and other supports. These pathways may include drop out recovery programs, early college/dual track programs, nontraditional certificate or associate degree programs, leading edge internships or apprenticeships, training directly linked with job placement, two generation approaches involving healthy child development with parental career development, life skills training, and supported independent living opportunities.

Gaps in Services: An overarching gap or challenge is with communication between Agencies that provide layered services to children, youth, and families. Sharing of information across Agencies (especially for those Agencies providing entitlement services) remains problematic for effectively engaging with this population. Other challenges identified include:

- Subsidized childcare vouchers are only available once a youth or young adult has obtained a job.
- Not all community colleges accept tuition waivers for non-credit-bearing (i.e., remedial or certification) courses.

- There is a lack of clarity among community organizations regarding the use of Chafee Funds which may have resulted in gaps or duplications.
- Medicaid-reimbursable services are not available to youth in State custody who need services but lack a formal diagnosis/treatment plan.
- Existing Independent Living Programs cannot provide childcare under the current State rate structure.

DHR notes that there is a distinct lack of opportunities for youth who are aging-out of foster care and are not interested in higher education but need meaningful and self-sustaining work. DHR has never offered entrepreneurship as a path to self-sufficiency for youth in foster care or implemented programs that promote entrepreneurship. Improving both access to and adequately preparing foster care youth for employment is a top priority for improving outcomes for this target population.

DJS has identified gaps in resources for youth who are in the community or re-entering the community after residing in an out-of-home committed juvenile facility. In particular, there is a lack of resources for youth found to be delinquent to receive workforce training to prepare youth with the “soft skills” necessary for any job and to ultimately lead to full-time work. Youth involved with DJS often need a job environment that allows them to make mistakes and be held accountable but, ultimately, remain employed through this learning process. DJS has identified a need for a comprehensive approach to youth being released from committed placement to their home communities that addresses services, education, employment, and an appropriate residence. DJS has also identified a need to have a comprehensive Statewide approach that improves family engagement at the various stages of the juvenile justice system.

Although MSDE does not have a specific program that directly supports students transitioning back into schools from detention, homelessness or foster care, MSDE, in conjunction with a number of State agencies and the Local Education Agencies (LEAs), provides support for the successful transition of all students into their respective school systems. MSDE is also working to address issues relating to the integration of school based health centers into the larger health care system. There is a significant collaborative effort between the Department of Health and Mental Hygiene (DHMH) and MSDE that focuses on integrated behavioral and mental health services for children and families within the school system. A Community of Practice was developed in response to an identified gap in service coordination and continues to focus its work on supporting children, youth, and families with mental and behavioral health needs that create risk for the success of Maryland's students.

Current Statewide Approaches:

DHR: DHR maintains a number of work assistance programs that are specifically targeted at the disconnected youth population. The Ready by 21/Transitional Services and other workforce development programs are available to provide job training, job opportunities, and independent living services for this target population.

DJS: Through its Strategic Re-Entry planning process, DJS is currently developing objectives, goals, and performance measures to ensure that youth being released from committed placement successfully transition to life back in their home communities. Included in the objectives are transition planning for re-enrollment in school and/or connecting to work opportunities. To help prevent youth from becoming disconnected from school, the Spotlight on Schools (SOS) initiative operates in many high schools across Maryland. For each SOS high school, DJS case managers are stationed in the schools to monitor and respond immediately to attendance and behavior issues and can perform on-site intake services for students involved in delinquent activity. The Choice Program, which operates out of the University of Maryland Baltimore County, supplements community supervision for DJS youth in the community. Choice provides case managers who supervise youth and educational support services and workforce training.

DLLR: The Department of Labor, Licensing and Regulation (DLLR) has established a workgroup to address key areas of concern and regulatory changes necessitated from passage of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (see Appendix 2). Two changes that will greatly impact disconnected youth is the increase in the eligibility age for out-of-school youth (OSY) from ages 21 to 24. Additionally, WIOA increases the percentage of youth funding that must be spent on OSY from 30% under the old law to 75% under WIOA. The increase in the eligibility age for OSY, ages 16 to 24, and the increase in funding for OSY, allows for a greater number of older disconnected youth to be served.

MDOD: The Maryland Department of Disabilities (MDOD) has focused priorities on: Maryland PROMISE grant; Maryland Higher Education Commission (MHEC) Challenge Grants for at-risk youth; and the Assistive Technology Loan Program. These strategies each have a focused goal and distinct target population. MDOD is leading the Statewide implementation of Maryland PROMISE, a national research grant funded by the U.S. Department of Education, to recruit 2,000 youth between the ages of 14 and 16 who receive Supplemental Security Income (SSI) benefits, that highlights the challenges in locating and serving disconnected youth and families. This effort has been successful in recruiting over 1,000 youth thus far with more than 500 youth receiving enhanced services to increase their educational and employment outcomes. Lessons

learned from PROMISE can inform strategies to improve engagement and outcomes for youth and families with multiple barriers. MDOD will continue to work with MSDE, DLLR, DHMH, DJS, DHR, and the other key State Agency partners in this interagency effort.

The Disability Employment Initiative (DEI) is another collaborative effort between MDOD and DLLR. Currently, DLLR is applying for – and MDOD is supporting – a \$2.5 million grant from the U.S. Department of Labor to increase the participation of people with disabilities in federally-funded education and training programs.

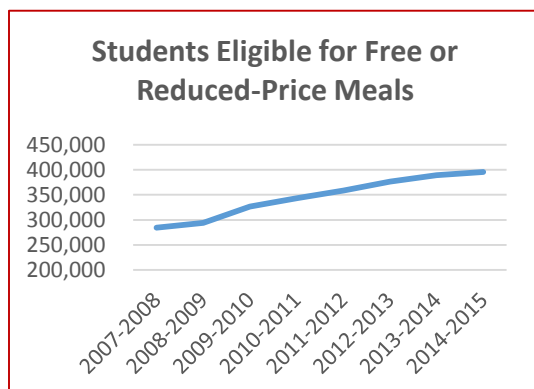
The 21st Century Community Learning Program will also improve educational outcomes for students at risk of becoming disconnected from school and/or work.

Goal Three: Reduce Childhood Hunger



Building on the gains made in recent years, the Children's Cabinet will continue to provide a forum for leadership and accountability for the State's efforts to reduce and eliminate childhood hunger⁵, which will be co-led by the Maryland State Superintendent of Schools and the Secretary of the Department of Human Resources.

Background: Food-insecure children show smaller gains in math and reading achievement between kindergarten and third grade, and, among the ages six to 11, a higher likelihood of repeating a grade^{vi}. As a result of the economic recession, the number of Maryland children and families eligible for nutrition assistance has increased dramatically over the last several years. Between school year (SY) 2007-2008 and SY2014-2015, the number of public school students eligible for free and reduced-price meals increased by 39%, with more than 45% of the student population now below the income threshold necessary to receive a free or reduced-price meal at school.⁶ There is strong research tying school meal participation to a number of positive outcomes for children, including: improved proficiency on standardized tests, reduced chronic absenteeism, and fewer disciplinary concerns.^{vii} At the same time, despite three-quarters of American teachers identifying students who regularly come to

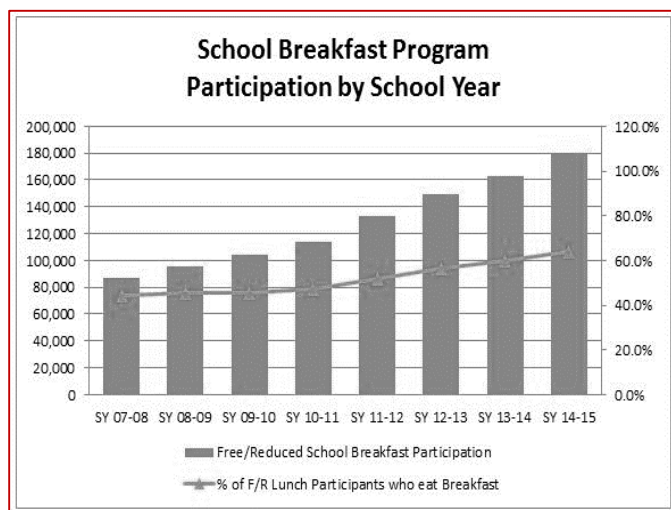


⁵ Food insecurity is defined as the limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways. U. S. Department of Agriculture, Economic Research Service. (2014). Definitions of food security.

⁶ Families must have an income below 130% of the federal poverty level to be eligible for a free school meal and below 185% to meet the eligibility requirements for receipt of reduced-price meals.

school hungry, school meal programs are traditionally underutilized even by those eligible to receive assistance.^{viii}

In 2008, GOC and a national non-profit, Share Our Strength, launched the Partnership to End Childhood Hunger in Maryland in an effort to connect more eligible children and families to federal nutrition programs. Over the last several years, the Partnership has



identified and implemented successful strategies, particularly in support of the School Breakfast Program, where Share Our Strength and other organizations have provided technical assistance and grants to schools and Local Education Agencies (LEAs) interested in adopting alternative breakfast models like breakfast in the classroom. Since SY2007-2008, participation in the School Breakfast Program has increased 109%, with nearly 94,000 more children receiving

a free or reduced-price breakfast every morning and tens of millions of additional federal dollars leveraged to support the program.^{ix} While Maryland has made progress in connecting families and children to benefits, there is still work to be done to improve program delivery, streamline eligibility determination for multiple programs, and eliminate the duplication of effort by multiple State Agencies.

Gaps in Services: Two gaps in service have been identified in relation to reducing childhood hunger in Maryland. Age limitations for the Women, Infants, and Children's (WIC) program and reduced participation in nutrition programs that take place outside of normal school hours both affect nutrition services for children in the State. DHMH addresses childhood hunger through implementation of the WIC program - a supplemental nutrition program that provides healthy supplemental foods and nutrition counseling for pregnant women, new mothers, infants, and children under the age of five. Because services are age-limited, WIC does not provide support for school-aged children who experience hunger. Although this is a limitation of the WIC program, there are other ways to fill in the gap (e.g. school meal programs, etc.). There are other gaps the WIC program is trying to address to improve the utilization of the program:

- Increasing the redemption rate of the fruit and vegetable checks and promoting use at farmer's markets.

- Increasing the number of children ages 2 to 5 utilizing WIC by trying to resolve the problems stemming from differences in requirements between programs.
- Increasing usage of E-WIC, eliminating the need for checks and streamlining processing at the point of sale.

Participation in Child Nutrition Programs, particularly those that occur outside normal school hours, increases when the meal is coupled with an engaging, enrichment program. MSDE and its partners have engaged outside organizations to address any gaps in enrichment programming, particularly focusing on underserved areas.

Current Statewide Approaches:

The State's effort to address Childhood Hunger is led by the Secretary of DHR and the Superintendent of MSDE.

DHR: DHR has been a member of the Partnership to End Childhood Hunger in Maryland, a coalition of public and private organizations focused on raising public awareness of childhood hunger and increasing participation in the federal Child Nutrition Programs since its inception. Through material provided by the partnership, DHR and the local departments of social services keep our clients apprised of the feeding programs for low income families and children, such as the summer feeding programs. Additionally, DHR shares data with MSDE conferring automatic eligibility for the Free and Reduced Meals (FARMs) programs for children on assistance. DHR also has agreements with several LEAs to share information on the Supplemental Nutrition Assistance Program (SNAP) with the parents of children eligible for FARMs which produces a small but steady stream of families applying for SNAP benefits each month.

MSDE: Since 2008, MSDE has been an active member of the Partnership to End Childhood Hunger in Maryland comprised of partners from LEAs, State Agencies, nonprofit organizations, and community groups. MSDE assists local agencies in marketing, communications, program administration, training, financial management, and compliance. Through the Office of School and Community Nutrition Programs, MSDE works with DHR to reduce the incidence of childhood hunger through the State-level administration of federal Child Nutrition Programs. Specifically, MSDE's role is to:

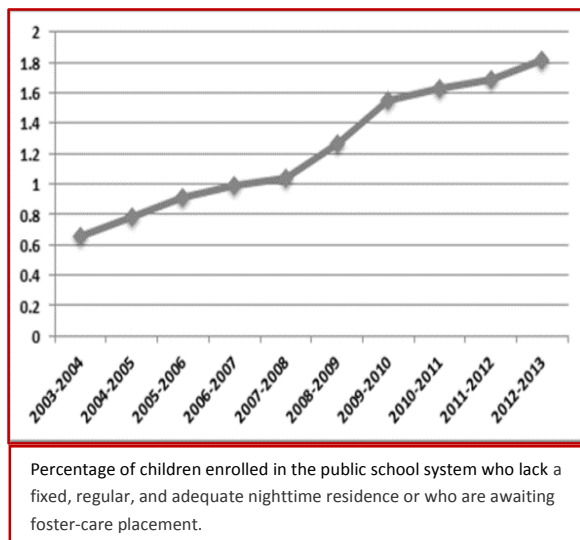
- Ensure compliance with the regulations governing the Child Nutrition Programs;
- Foster State and local partnerships that increase awareness of the Child Nutrition Programs; and
- Increase access to and participation in all Child Nutrition Programs, particularly focusing on those underutilized by low-income populations.

Goal Four: Reduce Youth Homelessness



Building on the work of the Governor's Interagency Council on Homelessness and its workgroup on Housing and Supportive Services for Youth, led by GOC, the Children's Cabinet will work collaboratively with Local Management Boards and key stakeholders to develop policies and strategies that will reduce and prevent youth homelessness.

Background: Maryland has seen a recent increase in homeless youth who are not in the physical custody of a parent or guardian and who are between the ages of 14 and 25,^x a population known as unaccompanied homeless youth. Data from MSDE shows that this population has increased by three-quarters (75%) since 2009. This vulnerable



population is more likely to become disconnected and socially disengaged, at risk of physical and sexual abuse, and reports higher rates of mental, behavioral, and physical health issues than their peers.

Due to age, developmental stage, and past traumatic experiences, unaccompanied homeless youth have unique needs that cannot be addressed by the same housing and supportive services offered to adults.

The root causes of youth homelessness

are varied, but often include an unsafe home environment due to domestic violence, parental addiction, or family discord due to sexual orientation or gender identity; transition from systems involvement (detention, foster care, or other institutional placements); family poverty; undocumented status; and lack of affordable housing. Because the population has many subgroups with special considerations, targeted interventions will be identified for parents, families, individuals identifying as Lesbian Gay, Bisexual, Transgender, or Questioning (LGBTQ), and individuals whose behavioral health issues prevent them from accessing traditional shelter options and services.

When discussing this population, it is often remarked that there is no standard definition of youth homelessness in Maryland. The 2013 Report of the Task Force to Study Housing and Supportive Services for Unaccompanied Homeless Youth states that "Like federal law, Maryland law does not set forth a single, specific definition for homeless youth, but rather separate definitions that may apply in different contexts and can

operate together." For purposes of the work under this plan, Homeless Youth is defined as "those individuals under the age of 25 who lack a fixed, regular, and adequate nighttime residence; this includes those living in motels, hotels, camping grounds emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, and bus or train stations for whom it is not possible to live with their parent guardian or relative and have no other safe alternative living arrangement". For DJS this is limited to those youth in their custody and for DHR it is limited to those youth in their custody who are not residing in their court-ordered placement. For these youth, DHR's efforts to reach out continue, even as many youth choose not to return to the placement.

Gaps in Services: There is a general understanding that there is a segment of the homeless youth population that is also disconnected. Special consideration will be given to this subgroup and services identified should be coordinated to the extent possible to ensure maximum impact.

MSDE is working to enhance partnerships with School Safety and Security Personnel and local police departments. It is the hope that through collaborative partnerships and trainings, MSDE will be able to support the development of more streamlined systems that aid in the prevention and intervention of such issues as domestic minor sex trafficking, often involving homeless youth.

The lack of data around the number of youth experiencing homelessness in Maryland makes it difficult to plan for and deliver services. A better understanding of the scope of the problem is necessary to develop solutions, effectively focus limited State resources, draw down federal funding, and measure the effectiveness of the interventions over time.

In developing potential housing solutions, the need for a robust and flexible continuum of emergency, transitional, and permanent supportive housing options must be at the core of any successful plan. Without stable housing, unaccompanied homeless youth are at an increased risk of resorting to delinquency or other high risk behaviors.

One of the many barriers to acquiring housing, employment, and public assistance that unaccompanied homeless youth have to overcome is a lack of identification documents. Ensuring that unaccompanied homeless youth have proper identification documents is a crucial first step to getting them back on the path to success.

Ultimately, effective programs are proactive about understanding the population they serve, its needs, and how to effectively craft outreach efforts. Outreach is especially crucial with the unaccompanied homeless youth population as many of these youth are hesitant and unsure about reaching out for assistance.

Current Statewide Approaches:

DHMH: Medicaid and behavioral health programs address some of the needs of youth who are homeless. As noted previously, M-CHIP provides full health benefits for children up to age 19 who live in a household with income below 300% of the FPL. Benefits include, but are not limited to: doctor visits, including well and sick care; hospital care; lab work and diagnostic tests; dental care; vision care; immunizations; prescription medicines; transportation to medical appointments; mental health services; and substance use disorder treatment. Effective January 1, 2014, Medicaid eligibility was expanded for youth formerly in foster care. Those youth are eligible for Medicaid regardless of income at any time up to age 26.

DHR: As a member of the State Interagency Council on Homelessness (ICH), DHR participates in, supports, and oversees the work of the Council. The Council is charged with coordinating state initiatives aimed at reducing the number of youth at risk of becoming homeless and proposing solutions to the causes. Additionally, DHR participates in a number of activities focused on homeless youth:

- **Youth REACH** – DHR has been participating on the steering committee for the upcoming Youth REACH Maryland pilot project - a count of unaccompanied homeless youth in the following eight regions: Baltimore, Prince Georges, Anne Arundel, Washington, Somerset, Worcester, Wicomico Counties, and Baltimore City. The count, taking place October 2015, is led by the Institute for Innovation and Implementation (The Institute) at the University of Maryland, School of Social Work and is being funded by the Department of Housing and Community Development (DHCD).
- **Journey Home Youth and Young Adult Strategic Planning Group** – As a sub-set group of Baltimore City's Journey Home Board, this cross-functional group focused in on homeless youth and those young adults at risk of becoming homeless in Baltimore City. ICH member agencies and local providers participated in a series of five brainstorming sessions aimed at exploring the needs of this specialized population.
- **Thrive@25** - The Institute, in partnership with DHR, Talbot County DSS, and the National Center on Housing and Child Welfare (NCHCW), was awarded a grant from the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF). We are in the final stages of this two-year planning grant aimed at demonstrating and evaluating key components of DHR's Ready by 21 efforts to develop a comprehensive and coordinated approach to preventing and

solving the issue of homelessness among youth in the Mid-Shore counties. It has focused in on youth ages 14 to 17 who are entering foster care, youth ages 18 to 21 who are aging out, and youth under age 21 with experience in the foster care system.

- **Family Finding Program** – A number of local DSS offices offer this research supported program aimed at origin family preservation for youth in foster care. The workers executing this program focus on keeping the family of origin involved and participatory in the life and development of a foster youth to ensure future success. Family Finding staff work to locate family members of youth in care, and also through the use of family engagement techniques to make sure they are welcomed into the youth's life. The following counties have a family finding program: Baltimore City, and Baltimore, Cecil, Charles, Harford, Montgomery, Queen Anne, Somerset, Washington, Wicomico, and Worcester Counties.

DJS: Given that a large number of homeless youth are victims of commercial sex trafficking, DJS is implementing the Human Sex Trafficking Initiative which identifies and provides support services to youth victims of human sex trafficking. Over 1,100 DJS employees have been trained to recognize the signs of possible trafficking and a standardized instrument was developed to screen possible victims committed to DJS detention facilities. DJS has partnered with TurnAround, Inc. to provide services for those youth confirmed as victims.

GOCCP: GOCCP will continue funding programs and services to address the State's prioritized criminal and juvenile justice needs. Each current funding stream has different requirements which are detailed below:

Title II Formula Juvenile Justice Advisory Committee (JJAC) Grant Funds support reform in Maryland's juvenile justice system and focus on initiatives and strategies that support the hallmarks of the Developmental Approach to Juvenile Justice Reform. Specifically, the State Advisory Group (SAG) has identified the following priority areas for FY16:

- **Aftercare/Reentry:** Programs to prepare targeted youth offenders to successfully return to their communities after serving a period of secure confinement. Aftercare programs focus on preparing youth for release and providing a continuum of supervision and services after release.
- **Alternatives to Detention:** Alternative services provided to a youth in the community as an alternative to confinement. This would include accountability-based programs

designed to reduce recidivism among juveniles who are referred by law enforcement personnel or agencies.

- **Diversion:** Programs to divert youth from entering the juvenile justice system, including those that address Racial and Ethnic Disparities (RED) in the juvenile justice system.
- **Probation:** Programs to permit youth to remain in their communities under conditions that the juvenile court prescribes.

For the last four years, GOCCP, in conjunction with the Maryland Human Trafficking Task Force (MHTTF), has held a conference that has drawn over 400 participants annually. The conference brings together attendees from various sectors and fields including state agencies, law enforcement, non-profit organizations, education, and health services. As a result, attendees find the conference to be a tremendous networking opportunity during which new partnerships are forged.

Additionally, GOCCP will provide support to the newly created working group to study effects of implementing safe harbor or protective response legislation in Maryland. In 2013, GOCCP hired a Human Trafficking Policy Analyst. This position provides support to the Maryland Human Trafficking Task Force (MHTTF). With this Task Force, Maryland has an extremely well-networked group of victim service providers, law enforcement, and first responders who are equipped to recognize and respond to human trafficking. The Human Trafficking Policy Analyst also provides training and technical assistance to law enforcement, DJS, DHR, and MSDE.

MSDE: MSDE administers the federal funds allocated under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) that provide local school systems with additional resources to improve instruction in high-poverty schools and to ensure that poor and minority children and youth have the same opportunity as others to meet challenging State academic standards. This includes specific funds designated through both formula and competitive grants for students determined to be homeless, neglected, and/or delinquent.

Multi-agency: The Interagency Council on Homelessness (ICH) is made up of representatives from twelve State agencies (including all Children's Cabinet agencies), three Continuums of Care (CoCs), and six advocates from throughout the State. The ICH is charged with coordinating State policy recommendations and working relationships among State, local, and nonprofit agencies that work to remedy and prevent homelessness. For local Continuums of Care (CoCs), which are local or regional bodies that coordinate funding of housing and services for homeless individuals and families, the ICH is tasked with coordinating both data sharing and outreach to

develop joint plans to impact State and federal homelessness prevention. To prevent and alleviate homelessness, the ICH has developed a Framework (Appendix 3) that will guide its work as it strives to understand and identify the needs of individuals experiencing homelessness in Maryland.

Local Approaches

Each of the Children's Cabinet Agencies also administers/funds/facilitates a variety of local services and supports that address the four Strategic Goals.

DHMH: Core Service Agencies (CSAs) are the local Mental Health Authorities responsible for planning, managing, and monitoring public mental health services at the county level. Similarly, each jurisdiction also has a "local addictions authority" that is responsible for planning, managing, and monitoring publicly-funded substance use disorder services.

DHR: Most of DHR's work-related programs, such as the Ready by 21/Transitional Services and other workforce development programs, operate at the local level through the county Department of Social Services (DSS). For example, several local DSS offices operate summer youth employment programs, typically through a local community employment and training vendor. Summer youth employment programs last 6 to 8 weeks, providing youth with subsidized employment opportunities to gain work experience, job skills and work etiquette skills. LDSS target these opportunities to foster care and TANF connected youth. The largest summer youth employment program is in Baltimore City. The Baltimore City DSS provides the Mayor's Office of Employment Development with funding to put hundreds of youth to work during the summer, in both the private and public sectors.

DJS: On the local level, DJS has partnerships with various stakeholders including county health departments, law enforcement, local officials, and service providers. The LMBs also play an important role in coordinating and often funding services for youth in the community. Certain local programs and partnerships have been initiated by DJS leadership to further the Agency's treatment goals.

DLLR: Through various WIOA-funded programs (refer to catalog in Appendix 5) effective July 1, 2015, DLLR will allocate additional funds to serve older youth up to age 24. This will allow local areas through the American Jobs Center (formerly One-Stop Career Centers) to recruit and serve an older population of youth that normally fall into that category of "disconnected."

DPSCS: The Division of Corrections is in the process of incorporating the LSI-R into the intake process for every offender who enters a DPSCS institution. Based on the results of this initial LSI-R assessment, offenders will be directed to treatment programs within the institution, which may include drug and alcohol treatment, education, job training, parenting classes, mental health care, and a host of other offerings. All of these programs are designed to both rehabilitate the offender while he or she is incarcerated, and to enable the offender to make a successful transition back into his or her family and the community. This will have a positive impact both on the offender, his or her family, and others he or she interacts with after leaving the institution.

Within DPSCS, the Division of Parole and Probation will also use the LSI-R for offenders as part of the parole and probation intake process. This will allow the Division to improve parole and probation outcomes by ensuring each offender's criminogenic needs are assessed through various treatment programs.

GOC: On behalf of the Children's Cabinet, GOC provides funding to LMBs through the Interagency Fund, and establishes fiscal and program accountability in the implementation of Community Partnership Agreements (CPAs) and the use of other State resources by LMBs. CPAs are predicated upon the prioritized Results and Indicators, the community needs assessments and the resource analysis which, in combination, create the jurisdiction's community plan.

GOCCP: GOCCP funds local programs and services through a variety of federal and State funding streams. For example, funding is provided through the Children's Justice Act (CJAC) Grant to: enhance response to child abuse and neglect in public and privately-operated juvenile facilities including but not limited to: group homes, residential facilities for youth, and foster homes from which youth who become homeless often come; enhance interventions for child abuse or neglect victims who have been diagnosed with physical, mental, and/or behavioral disabilities, cognitive impairments, or other serious health conditions which can address the trauma from parental incarceration; and enhance the use of multi-disciplinary teams and Child Advocacy Centers (CACs) to improve training.

Funding for Child Advocacy Centers (CACs) provides an array of services including: direct services to help child victims overcome trauma; counseling and support services for families of children who have been victimized; counseling and psychological support for children who have been physically, sexually and/or emotionally abused; and training.

MSDE: MSDE leads, supports, and evaluates local school systems and public agencies to ensure a comprehensive and coordinated system of support for all students and families. The following local strategies impact the four Strategic Goals:

- **Statewide Toolkit for Examining Student Success (STEPSS)** is a web-based data decision-making tool designed to support State departments of education in disseminating and using data related to secondary transition to improve in-school transition programs for youth with disabilities. STEPSS was developed collaboratively by the National Post-School Outcomes Center (NPSO), the National Secondary Transition Technical Assistance Center (NSTTAC), and the National Dropout Prevention Center for Students with Disabilities (NDPC-SD).
- **Expanding Bridges for Systems Change** is a DSE/EIS collaborative discretionary grant awarded to a local school system to develop a systemic approach to increase academic achievement and to narrow college, community and career-readiness gaps for children and youth with disabilities, ages birth to 21.
- **The School-Wide Integrated Framework for Transformation (SWIFT)** grant, awarded to Maryland and only three other states in the nation, provides a national K-8 technical assistance center committed to eliminating silos in education by bridging general and specialized education through academic and behavioral supports, creating powerful learning opportunities for all students and teachers, and promoting active, engaged partnerships among families and community members. SWIFT provides a framework to establish quality instruction, install multi-tiered systems of supports, develop cultural responsiveness, promote family and community partnerships, and establish a strong, integrated state, local, and school leadership structure.
- **Social Emotional Foundations for Early Learning (SEFEL)** - A research-based framework for teaching social and emotional skills to children is implemented in Maryland to assist early childhood educators to promote social emotional development and address the challenging behavior and mental health needs of children.
- **Making Access Happen** - A collaboration between MSDE and the Johns Hopkins University School of Education, works to provide teachers and service providers with job-embedded professional learning opportunities. Making Access Happen provides customized, sustainable, universal support for early care and education programs and services and is designed to increase the participation of three- to five-year-old children with disabilities in public and private community-based early care and education programs.
- **Maryland's Positive Behavioral Interventions and Supports (PBIS) Initiative** is a collaboration between MSDE, Sheppard Pratt Health System, and the Johns

Hopkins Bloomberg School of Public Health. Each of the 24 local school systems is a partner in the PBIS Maryland Initiative and provides leadership and coaching to support participating schools within its jurisdiction. The implementation of PBIS is built upon the public health model of three-tiered prevention, focusing attention on creating and sustaining primary (school-wide), secondary (targeted/small group), and tertiary (individual) systems of support that improve the outcomes for all children by reducing problem behaviors and making schools more effective, efficient, and positive work environments for both students and staff.

- **Multi-Tiered Systems of Support (MTSS)** is a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

Next Steps

A number of strategies⁷ have been identified to address the Strategic Goals, including strategies that can be quickly and easily implemented, those that can be implemented over the next year, and those that require changes in infrastructure, laws, or regulations changes that are under discussion for future year implementation.

Collaboration must be increased between DHR, DJS, DHMH, and MSDE to commit to share data and identify a way to leverage each Agencies' resources to improve the health of children and youth in Maryland. For example, enhanced data sharing amongst the Agencies on children and youth at risk for or already disconnected, homeless, hungry or with an incarcerated parent(s) could result in coordination of services. Children and youth could then be connected to resources in each of the respective Agencies (e.g. school breakfast and lunch (MSDE), Temporary Assistance for Needy Families (TANF - DHR), and Behavioral Health Services or Medicaid (DHMH) for supportive services).

Immediate Implementation

DHMH: DHMH will work more collaboratively with other State Agencies such as DHR and MSDE to address gaps identified. DHMH suggests that a multi-agency collaboration could have an impact on addressing several of the Strategic Goals. At minimum, there will be increased collaboration between DHR, DHMH, DJS, and MSDE to commit to share data and identify a way to leverage each other's resources in a way

⁷ The Children's Cabinet acknowledges that implementation of all strategies identified throughout this Implementation Plan are subject to available funding.

that improves the health of Maryland's children and youth. For instance, enhanced data sharing amongst the Agencies specifically looking at truancy could identify many high-risk children and youth that do not attend school for all the reasons cited above.

DHR: DHR will issue policy that supports proactive outreach to disconnected youth or unemployed transition-age youth and train DHR staff on conducting this type of outreach. DHR will also work to ensure increased utilization of the tuition waiver available to youth in foster care.

DJS: DJS has created an executive level position at the Agency to focus solely on the implementation of a Statewide family engagement strategy. The position is currently under recruitment. DJS will also finalize a Reentry Strategic Plan that will create a comprehensive approach to help youth exiting committed placements to transition back to the community.

DLLR: Planning has begun with locals to address programmatic changes to include serving older youth starting in Program Year 2015. A Request for Proposals has been amended to reflect the increase in age as well as increase in allocated funds for this population.

DPSCS: DPSCS currently has a plan in place to incorporate the LSI-R into the initial intake interview for all offenders. Based on the results of the LSI-R, offenders will be directed towards existing treatment programs within each institution. The use of the LSI-R will be expanded over time, which will help the Agency to make informed choices as to the best way to enhance appropriate treatment and reentry programs.

GOC: As requested by the member agencies, GOC will gather and make available to the Children's Cabinet any data on children and youth at risk for or already disconnected, homeless, experiencing hunger, or with incarcerated parents. This data could be used to connect children and youth to resources in each of the Agencies.

MDOD: Legislatively, MDOD is working to staff the ABLE Act Task Force in response to a bill passed in the 2015 General Assembly session. The ABLE Act, passed by Congress in December 2014, is similar to the College Savings Plans of Maryland that allows states to establish tax-advantaged savings plans for disabled individuals to save for assistive technology, wheelchairs and other items. MDOD expects to draft legislation by the end of 2015 for introduction in the 2016 legislative session

MSDE: MSDE is intently-focused on children and youth ages birth to 21. A strong commitment to family and community partnerships guides the work to prepare students of all ages for success in school and in life. Through the implementation of a State systemic improvement plan that involves the integration of a comprehensive and

coordinated system of resources, supports and services, MSDE will address the four Strategic Goals working specifically to support the success of all Maryland's students.

The Longitudinal Accountability Decision Support System (LADDS) encompasses the integration of Statewide demographic and outcome data with special education and early intervention services data collection tools through a linked special education longitudinal data warehouse. The Division of Special Education/Early Intervention Systems (DSE/EIS), in cooperation with the Center for Technology in Education at the Johns Hopkins University, has developed the Maryland Special Education and Early Intervention Longitudinal Accountability Decision Support System (LADSS).

The DSE/EIS utilizes Data-Informed Decision Making for the collection and analysis of data to guide decisions that improve success and evidence-based programs to increase the likelihood of positive outcomes for students and families and provide tools to measure those outcomes for the efficient use of resources. The evidence-based program package includes a researched rationale for the intervention, a well-defined program structure and time frame, required staffing needs and skills, specific requirements, and program evaluation tools to measure program quality and outcomes.

Disconnected Youth: MSDE is an active and committed partner with State and federal agencies on the Promoting the Readiness of Minors in Supplemental Security Income Initiative (PROMISE) as well as in the planning and implementation process for the Workforce Innovation and Opportunity Act (WIOA). The DSE/EIS is part of WIOA's "Enhancing Youth Services" workgroup that includes members from DLLR, the Division of Rehabilitation Services (DORS), Juvenile Services Education (JSE), and Career Technology Education (CTE). The group is charged with identifying strategies that will improve services to consumers with significant barriers to employment. WIOA specifically addresses the Strategic Goal on disconnected youth as 75% of the WIOA funds will go to youth who are not attending schools or are not currently employed.

Childhood Hunger: MSDE is also focused on increasing LEAs' understanding of the Community Eligibility Provision (CEP) and the Hunger-Free Schools Act of 2015, which allows high-poverty schools to offer all students school meals at no cost without jeopardizing State compensatory education funding. Both CEP and the Hunger-Free Schools Act will improve students' access to healthy meals, therefore reducing food insecurity among children in Maryland.

MSDE is working to increase awareness of and participation in the Summer Food Service Program (SFSP) for 2015. Current strategies include providing training and

technical assistance to SFSP agencies and collaborating on Statewide marketing and communications efforts aimed at increasing program awareness.

Parental Incarceration: Additionally, MSDE is currently focused on improving access to school based health services including mental and behavioral health supports by supporting the work of the Maryland Council on Advancement of School Based Health Centers to improve the health and educational outcomes of students who receive services from school health centers. This includes reviewing and solving the issues of access to mental and behavioral health for students.

What can be Accomplished in Fiscal Year 2016

DHMH: Start a pilot program in collaboration with DHR, DJS, and MSDE to address an identified population of youth at high-risk of becoming homeless, disconnected, or with parents in prison to bring health, mental health, and substance use assessments and treatment as well as other appropriate DHMH programs, to foster better outcomes for these youth.

DHR: DHR plans to develop and implement the Foster Care Entrepreneurship Academy. Additionally, DHR will work with DPSCS to explore facilitating visitation between foster youth and their incarcerated parent, where appropriate.

DJS: Over the next fiscal year, DJS will hire a Director of Family Engagement to begin the needed reforms to involve more parents and guardians in the treatment and policy-making processes. Additionally, the Reentry Strategic Plan will be implemented Statewide. DJS will focus on expanding and enhancing programs that serve as alternatives to the juvenile justice system such as Teen Court and Community Conferencing.

DLLR: Recommendations from WIOA Youth workgroup will be shared with locals for inclusion in future program planning. Programs will be designed to identify gaps, challenges, and services to be addressed when working with older/disconnected youth.

Additionally, DLLR and MSDE are jointly designing a youth apprenticeship system – Apprenticeship Maryland – by cooperating with other relevant State agency government leaders; building new partnerships with representatives of education, business and industry; and creating policies, resources, and professional development opportunities that are important for implementation and sustainability. MSDE and DLLR will collaboratively work with leaders from the business community, higher education, as well as the Department of Business and Economic Development and the Maryland Higher Education Commission to ensure that youth apprenticeships become an integral and sustainable component of Maryland's workforce development system.

DPSCS: In partnership with DHR, DPSCS will examine policies and practices in other states, such as New York and California, in order to develop protocols to support parental visitation by foster youth with their foster care workers or foster parents.

GOC: As part of the planning process for CPAS with LMBs for FY17 and subsequent years, GOC will require that the LMB use Children's Cabinet Funds only for programs/strategies that directly impact one or more of the Strategic Goals. Specifically, GOC will transition to accountability for results by the LMBs through a three-step process that begins in Fiscal Year 2016.

In FY16, year one of the transition, GOC will provide intensive technical assistance and training to the LMBs on the research, data, and best practices in the new Strategic Goals, as well other areas including home visiting, poverty, Board development, and funding diversification. GOC will partner with other agencies - such as the Governor's Grants Office, to identify funding opportunities, or Share our Strength, to provide technical assistance in the area of hunger. GOC will continue to conduct onsite monitoring of the LMBs related to their fiscal and fiduciary responsibilities. Additionally, GOC will begin requiring accountability for results through a new web-based application - the Results Scorecard.

In this year LMBs will be provided funding for development of strategies under the four Strategic Goals through planning, data analysis, needs assessments, etc. Such funding will be derived from reductions in other contractual relationships. A new NOFA process will be developed to reflect the requirement to directly impact the Governor's Strategic Goals.

MSDE: Targeted behavioral and mental health supports will be implemented within school systems identified as being the lowest performing and with evidenced disproportionality – to address reconnection of disconnected youth. Increasing the LEAs' and partners' understanding of the CEP will remain a priority for MSDE in the upcoming fiscal year. MSDE will train eligible LEAs on the application process; assist with compliant implementation strategies; collaborate with partners regarding CEP communication and marketing; and monitor Statewide participation in the program. Given the CEP's ability to reduce childhood hunger by increasing students' access to school meals, MSDE will work with partners to define and evaluate expansion strategies. Additionally, MSDE will work to increase participation in the School Breakfast Program and the At-Risk Afterschool Meals Program (see Appendix 5 for specific activities) and will work with DLLR to develop Maryland Apprenticeship.

Multi-agency: The ICH's Housing and Supportive Services for Youth Workgroup will support the work of Youth REACH MD (Reach out, Engage, Assist, & Count to end

Homelessness) - Maryland's effort to obtain accurate, detailed information on the number, characteristics, and needs of unaccompanied homeless youth in the State - by working with CoCs and the LMBs in the eight participating jurisdictions to develop, coordinate, and implement a mechanism that is consistent and sustainable so that youth homelessness can be tracked over time. The data resulting from Youth REACH MD will help the ICH and individual State agencies to develop plans for housing and supportive services to address the problem of youth homelessness in Maryland.

Beyond Fiscal Year 2016

This plan represents the beginning of the State's efforts. During FY16, the Children's Cabinet and the CCIT will develop a Three Year plan, in accordance with Executive Order 01.01.2006.03, that will detail a robust approach to interagency efforts aimed at addressing the four Strategic Goals. Below are the first steps in the process, with each agency identifying areas requiring further attention and planning:

DHMH: Would need further review - if initial pilot program was successful, DHMH could develop larger-scale activities including identifying additional youth and families in need which will likely require additional providers, including an expansion of community-partnered school mental health and substance use services.

DHR: In addition to establishing visitation with incarcerated parents for foster youth, DHR will explore developing a program to support incarcerated parents' relationships with their children who receive public benefits.

By examining the challenges and successes of its two supportive housing programs in Montgomery and Prince George's Counties, DHR will explore the feasibility of customizing and expanding the program to address the unique needs of other jurisdictions. Ensuring that youth aging out of the foster care system have stable, permanent, and affordable housing is a crucial first step towards reducing and preventing youth homelessness."

DHR will also provide ongoing business advice to Foster Care Entrepreneurship Academy graduates and provide other cohorts for the Academy.

DJS: DJS's major long-term reform will focus on the youth committed to the Department. This reform effort will seek to ensure that only the youth who are determined to be public safety risks are committed to DJS's care. A recent report from the Annie E. Casey Foundation determined that nearly 50% of all technical probation violations result in a youth being committed to DJS. Further driving the inequity in commitment practices is the phenomenon known as "Justice by Geography" which is seen at the county-level where certain juvenile courts are committing youth with low-risk

levels and misdemeanor offenses at rates far higher than the overall Statewide rate. Reform efforts will require DJS to work with local stakeholders and, most importantly, local juvenile courts. Legislation may also be needed to put statutory limits on the use of commitment and length of stay for committed youth.

Ultimately, DJS wants to create a juvenile justice system in Maryland that holds youth accountable in a fair and equitable manner, takes into account the science of adolescent brain development, and avoids criminalizing normal teenage behavior.

DLLR: To enhance partnerships and collaboration, the Agency plans to discuss future co-location opportunities with partnering agencies as lease renewals and relocation opportunities' present. Co-location of partnering agencies will provide customers an opportunity for a "one-stop" experience to receive various services. Collaboration amongst State and local partners will be enhanced and in some cases established to improve services to the expanded population of older youth who are now eligible for WIOA services. State-level representatives for youth services will need to maintain continuous communication to share training opportunities, Agency programmatic updates, and sharing of information with local-level staff. This will also require State-level representatives to participate in cross-training activities with local staff at various Statewide meetings, conferences and other events (i.e. webinars).

DPSCS: In collaboration with GOCCP, DPSCS will explore expanding visitation programs to include video visits to increase parent/child contact while reducing the burden of transportation on families.

GOC: In FY17-19, GOC will complete the transition to accountability for results. In year two, FY17, GOC will continue to provide technical assistance and training to the LMBs on implementation of strategies under the Governor's Strategic Goals as well as Results Scorecard utilization. Funding for the LMBs will include base funding plus reprogrammed resources from the transfer of the Care Management Entity (CME) to DHMH. LMBs will receive grants that include the current base allotment for programs, current funding for administration, plus reprogrammed funds to support the four Strategic Goals. In FY18, using all of the reprogrammed CME funding, GOC will provide a single pool of funding for each LMB with option to determine funding for administration vs. services to support the four Strategic Goals. In FY19, all funding to the LMBs will be based upon results achieved in FY16-18 and will be used to support the four Strategic Goals through services or administration.

MSDE: MSDE will increase participation in the Child Nutrition Programs, particularly focusing on those most underutilized. Additionally, MSDE will work on improving the

efficiency of internal business processes, including technological enhancements, in order to provide better customer service to agencies operating the programs.

Disconnected youth initiatives are directly connected to Multi-Tiered Systems of Support including Check and Connect (a comprehensive intervention designed to enhance student engagement at school and with learning); Check-In & Check-Out (a research-based intervention shown to improve structure, student accountability, behavior and academics when other interventions have failed); and RENEW (a structured school-to-career transition planning program that provides an individualized wraparound process for youth with emotional and behavioral challenges). Further integration in a systematic way is planned.

Multi-agency: The ICH, through its Housing and Supportive Services for Youth Workgroup, seeks to educate the public about the prevalence and roots of youth homelessness. The Youth Workgroup, through interactions with local agencies and community stakeholders, will develop a catalogue of initiatives and efforts taking place across the State. By doing so, it strives to create a network of programs and efforts tackling youth homelessness that could be leveraged in the future to more efficiently and quickly address this growing concern. By connecting wide-ranging efforts, individuals and agencies could also learn from each other, adding on to successes and avoiding potential pitfalls in implementing local initiatives.

Conclusion

This plan lays the groundwork for the 3 Year Children's Plan by outlining short and medium term objectives for programs and services to advance Governor Hogan's four Strategic Goals. The plan is meant to be a dynamic document, focused on results and designed to change as time progresses. It provides a comprehensive, unified vision and framework for action to develop policies, and link resources, research, budget requests, and legislative initiatives to advance the Governor's vision for *Economic Opportunity for All Marylanders*.

Appendix 1 - Action Plans and Timelines by Agency

Department of Human Resources

Strategic Goal: Reduce the Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: Parenting in Prison			
Project Objective: Encourage parental relationships so that children are more connected to their absent parent and have a better likelihood of being placed with family.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements)/Communities are Safe for Children, Youth and Families (Child Maltreatment)			
Activities	Responsible Party	Completion Date	Performance Measures
Destigmatize the incarcerated birth parent by working with child welfare staff to assess relationships with the incarcerated parent and encourage visits and communication where appropriate.	Social Services Administration	November 2015	# and % of youth in foster care who maintain regular contact with an incarcerated parent
Develop policy transmittal and train DHR staff.			# and % of DHR child welfare staff trained

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Entrepreneurship Skills for Youth Aging-Out of Foster Care			
Project Objective: Children who exit foster care are prepared to be productive members of society with a means to support themselves. Increase the number of businesses started and persons employed by those businesses.			
Result and Indicator: Youth have Opportunities for Employment or Workforce Readiness (Youth Employment and Percentage of young adults, ages 16-24, who are unemployed)			
Activities	Responsible Party	Completion Date	Performance Measures
Establish Foster Care Entrepreneurship Academy	Office of the Secretary	May 2016	# and % of youth in foster care selected to participate in the Academy
			# and % of participants who complete the Academy as scheduled

Department of Juvenile Services

Strategic Goal: Impact of Incarceration on Children, Families, and Communities; Disconnected Youth			
Approach/Program Title: The Choice Program – University of Maryland Baltimore County			
Project Objective: Supplement and enhance DJS supervision and services.			
Result and Indicator: Youth have Opportunities for Employment or Workforce Readiness (Youth Employment)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)			
Activities	Responsible Party	Completion Date	Performance Measures
Choice designates a case manager to help supervise and guide the youth. Choice also provides employment opportunities at Oriole Park at Camden Yards and various fruit smoothie stands.	The Choice Program and DJS	Ongoing	# and % of youth referred to Choice # and % of youth who re-offend under Choice supervision

Strategic Goal: Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: Human Sex Trafficking (HST) Initiative			
Project Objective: To identify and provide support services to DJS youth who are victims of HST at various DJS detention facilities.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth, and Families (Child Maltreatment)			
Activities	Responsible Party	Completion Date	Performance Measures
Youth at various DJS detention facilities are screened for possible HST victimization. If confirmed, DJS coordinates with a HST support provider for services.	DJS, Turnaround, Inc. and Safe House of Hope	Ongoing	# and % of DJS youth confirmed to be HST victims # and % of youth receiving services

Strategic Goal: Impact of Incarceration on Children, Families and, Communities; Disconnected Youth			
Approach/Program Title: Under 13 Initiative – Baltimore City and Prince George's County			
Project Objective: Provide early intervention services and support to youth ages 12 and younger who are referred to DJS with low-level offenses.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)			
Activities	Responsible Party	Completion Date	Performance Measures
U-13 Team meetings with DJS, local DSS, local school system, Care Management Entity, youth and parents to address the youth's behavior and needs of the family.	DJS, local DSS, and school system	Ongoing	# and % of youth referrals # and % of youth who commit new offenses while receiving U-13 services

Strategic Goal: Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: Alternatives to Detention – Baltimore City and Prince George's County			
Project Objective: Implementation of community detention/supervision services through programs and services designed to provide support and supervision without placing youth in secure detention.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)			
Activities	Responsible Party	Completion Date	Performance Measures
Locations in Baltimore City and Prince George's County where youth are required to report for the hours after school where they can receive services and support.	DJS	Ongoing	Reduced # and % of youth in secure detention

Strategic Goal: Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: Community Conferencing			
Project Objective: Increase the use of Community Conferencing that provides a form of conflict mediation/resolution used to divert youth from the juvenile justice system.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)			
Activities	Responsible Party	Completion Date	Performance Measures
Meetings with youth, victim(s) and community mediator.	Community Conferencing	Ongoing	Increased # and % of youth referrals

Strategic Goal: Impact of Incarceration on Children, Families, and Communities; Disconnected Youth; Youth Homelessness			
Approach/Program Title: Re-Entry Strategic Plan			
Project Objective: Reduce the rate of recidivism youth committed to DJS who are returning from a committed placement by implementing a Re-Entry Strategic Plan			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)/Youth have Opportunities for Employment or Workforce Readiness (Youth Employment, Percentage of young adults, ages 16-24, who are unemployed)			
Activities	Responsible Party	Completion Date	Performance Measures
Regularly scheduled transition meetings both prior to and after release with youth, parents, and DJS staff to ensure that supporting services, education, job training, employment, and an appropriate residence are in place in the community.	DJS	Finalized Plan: September 2015 Full Implementation: December 2016	# and % of youth who recidivate # and % of youth timely transitioned to community school, whether treatment service appointments are scheduled after release, number of youth connected to employment resources, etc.

Strategic Goal: Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: Juvenile Detention Alternative Initiative			
Project Objective: Implement strategies to focus on appropriate use of detention to reduce the use of inappropriate and unnecessary detention and reduce instances of failure to appear in court.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)			
Activities	Responsible Party	Completion Date	Performance Measures
Regular meetings with local stakeholders and implementation of strategies.	DJS, State's Attorneys, Public Defender, Courts	Ongoing	Reduction in the use of secure detention

Strategic Goal: Disconnected Youth			
Approach/Program Title: Spotlight on Schools (SOS)			
Project Objective: To place DJS case managers at high schools in certain jurisdictions to monitor and respond to attendance and behavior issues.			
Result and Indicator: Children are Successful in School (Truancy)/Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses)			
Activities	Responsible Party	Completion Date	Performance Measures
Monitor and respond to attendance and behavior issues. Perform on-site intake services for youth involved in delinquent activity.	DJS	Ongoing	# and % of youth referred to SOS case managers

Strategic Goal: Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: Implementation of Evidence-Based Practices			
Project Objective: To provide clinically-supported, intensive, community-based family therapy for youth committed to DJS and their families.			
Result and Indicator: Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)/Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)			
Activities	Responsible Party	Completion Date	Performance Measures
Functional Family Therapy and Multi-Systemic Therapy	Various vendors contracted by DJS	Ongoing	#, % and rate of youth living at home, attending school and working while in the program

Strategic Goal: Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: AIM Initiative			
Project Objective: Standardize DJS case workers' responses to probation violations on a Statewide basis.			
Result and Indicator: Communities are Safe for Children, Youth, and Families (Juvenile Felony Offenses, Juvenile Recidivism)/Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)			
Activities	Responsible Party	Completion Date	Performance Measures
Utilizing a standardized instrument that requires DJS case workers to administer appropriate responses based on objective scoring data.	DJS	Ongoing	Reduction in the # and % of youth referred to court for probation violations

Department of Labor, Licensing and Regulation

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Apprenticeship Maryland			
Project Objective: Led jointly by DLLR and MSDE – design a youth apprenticeship system by bringing together relevant State agency government leaders; building new partnerships with representatives of education, business and industry; and creating policies, resources, and professional development opportunities that are important for implementation and sustainability. Working collaboratively, leadership from the Department of Labor, Licensing and Regulation (DLLR), Maryland State Department of Education (MSDE), the Department of Business and Economic Development (DBED), and the Maryland Higher Education Commission (MHEC) will ensure that youth apprenticeships become an integral and sustainable component of Maryland's workforce development system			
Result and Indicator: Youth have Opportunities for Employment or Workforce Readiness (Youth Employment, Percentage of young adults, ages 16-24, who are unemployed)			
Activities	Responsible Party	Completion Date	Performance Measures
Convene a broadly representative design team to create a sustainable youth apprenticeship system	MSDE and DLLR jointly, in collaboration with representatives from DBED, MHEC, business, industry, education, and non-profit organizations	May 2015 - December 2015	MSDE: Two local school systems, one urban and one rural, established to pilot youth apprenticeships DLLR: Appoint / Convene Youth Apprenticeship Advisory Committee to develop Apprenticeship Maryland criteria
Develop criteria for selection of two local school systems to participate in the Apprenticeship Maryland program	MSDE in consultation with DLLR and the Public School Superintendents Association of Maryland (PSSAM)	July 2015	Draft criteria are ready for review by the design team on July 23, 2015
Develop criteria to identify eligible employers to participate in the youth apprenticeship program	MSDE and DLLR jointly, in collaboration with DBED and representatives of the business community	July 2015	Draft criteria are ready for review by the design team on July 23, 2015
Implement the Apprenticeship Maryland Program	MSDE and DLLR jointly, in collaboration with DBED, and Two Local School Systems initially	Beginning in the Summer of 2016	Two local school systems operationalize the Apprenticeship Maryland Program

Report to the Governor and General Assembly on the effectiveness of the program	MSDE and DLLR jointly, in collaboration with stakeholders	December 2016 and December 2017	<ul style="list-style-type: none"> a. The number of students participating in the program; b. Wage information regarding payments disbursed to students participating in the program; c. Feedback from students participating in the program on ways to improve the program; d. The types of workforce skills and training that the students participating in the program were able to acquire; e. The number of students who completed the program; f. The number of students that employers retained; g. The number of students who intend to continue or study in the field of work they served in; and h. Recommendations to expand or discontinue the program.
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Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: One Baltimore for Jobs			
Project Objective: Increasing access to occupational skills training in five key sectors: healthcare, construction, technology, manufacturing, and transportation and logistics. Reducing barriers to employment and training by creating programs that can serve the needs of residents across the city. Supporting community-based projects and establishing linkages with career opportunities through dialogue and partnerships with local organizations.			
Result and Indicator: Youth have Opportunities for Employment or Workforce Development (Youth Employment, Percentage of young adults, ages 16-24, who are unemployed)			
Activities	Responsible Party	Completion Date	Performance Measures
<p>The project will target unemployed individuals in predominantly African-American, low-income neighborhoods in Baltimore City, with an emphasis on areas hard hit by damage caused by the civil unrest of April 27th, 2015.</p> <p>The targeted population will be provided with a range of services, including job training, job counseling and placement, referral to social services, and comprehensive employment barrier removal strategies.</p>	DLLR	TBD	<ul style="list-style-type: none"> # and % of target population trained for a job # and % of target population placed in a job # and % of target population referred for social services

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: WIOA Youth Services & Partnerships Workgroup			
Project Objective: To identify and address challenges that impact the seamless provision of services for youth as they transition into adult services. To develop a “best practices” fact sheet and resource guide for youth providers to improve collaboration and to equip them with the information necessary to enhance services for youth at various levels (from school to workforce).			
Result and Indicator: Youth have Opportunities for Employment or Workforce Readiness (Youth Employment, Percentage of young adults, ages 16-24, who are unemployed)			
Activities	Responsible Party	Completion Date	Performance Measures
<p>A WIOA Youth Services and Partnerships Workgroup has been convened. There are three subcommittees to focus on major challenges identified by the larger group:</p> <ul style="list-style-type: none"> • Building System Capacity • Best Practices for serving older/out-of-school youth • Enhancing services for youth with disabilities 	WIOA Youth Services and Partnership Workgroup	September 2015	<p>Resource guide developed to identify various partners and the roles/responsibilities in the provision of services.</p> <p>“Best practices” fact sheet is developed to serve as a tool for providers when working with older youth and youth with disabilities.</p>

Governor's Office for Children

Strategic Goal: Impact of Incarceration on Children, Families, and Communities; Disconnected Youth; Youth Homelessness; and Childhood Hunger			
Approach/Program Title: Community Partnership Agreements			
Project Objective: To improve the well-being of children and families under the Governor's Strategic Goals.			
Result and Indicator: TBD, Youth have Opportunities for Employment or Workforce Readiness (Youth Employment, Percentage of young adults, ages 16-24, who are unemployed)			
Activities	Responsible Party	Completion Date	Performance Measures
FY16 - Provide intensive technical assistance and training to LMBs. Implement use of Results Scorecard for accountability. Conduct onsite monitoring of LMBs on fiscal responsibilities. Develop new NOFA process focused on four strategic goals and accountability.	GOC	June 2016	# of convenings and trainings for LMBs # and % of LMBs utilizing the Results Scorecard New NOFA
FY17- Continue intensive technical assistance and implementation of Results Scorecard. Develop and issue new NOFA with LMB funding for current base and administration with new funding for the four new Strategic Goals.	GOC	June 2017	# of convenings and trainings for LMBs. # and % of LMBs utilizing the Results Scorecard New NOFA
FY18 - Issue LMB NOFA for a single pool of funding, with option for LMB to determine administration vs. services plus Strategic Goal requirements. New funding for Strategic Goals based upon results achieved in FY 16 and FY17.	GOC	June 2018	# and % of LMBs demonstrating results through the Scorecard New NOFA
FY19 - Issue LMB NOFA total allocation based upon results achieved in FY16-18.	GOC	June 2019	# and % of LMBs demonstrating results through the Scorecard New NOFA

Department of Public Safety and Correctional Services

Strategic Goal: Reduce the Impact of Incarceration on Children, Families, and Communities			
Approach/Program Title: LSI-R Implementation			
Project Objective: To identify gaps in treatment and reentry services to better serve offender needs and reduce recidivism. To integrate LSI-R into the corrections/parole/probation intake process in order to more accurately identify offender risks and needs.			
Result and Indicator: Communities are Safe for Children, Youth, and Families (Crime)			
Activities	Responsible Party	Completion Date	Performance Measures
Train staff on use of LSI-R and implement with all correctional facilities and intake offices. DPSCS is planning for implementation of evidence-based practices for offender assessment. The LSI-R rollout process requires reorganization, training, policy revisions, technology enhancements and other comprehensive changes. DPSCS will track the progress of this rollout over the next 12 months, and use information gathered to identify gaps and improve treatment and reentry programs.	DOC/DPP		Replace current risk and needs assessment with LSI-R at correctional facilities and parole and probation intake offices.

Maryland Department of Disabilities

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Maryland PROMISE			
Project Objective: Youth will have increased education and employment outcomes.			
Result and Indicator: Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)/Youth have Opportunities for Employment or Workforce Readiness (Youth Employment)			
Activities	Responsible Party	Completion Date	Performance Measures*
Recruit 2,000 youth receiving SSI and randomly-assign 1,000 to receive interventions.	MDOD/contractors: <ul style="list-style-type: none"> Transcen Westat 	April 30, 2016	# and % of PROMISE youth that remain in school at a rate/attain a high school graduation/completion rate higher than the State rate for students that receive special education
Youth will receive assertive community case management including the development of a Family and Youth Plan.	MDOD/Way Station	September 30, 2018	
Youth will engage in the development of a Positive Personal Profile and a Plan for Employment.	MDOD/Way Station	September 30, 2018	# and % of PROMISE youth who engage in at least one paid work experience prior to exiting school and will be linked to adult services to support employment and post-secondary education goals
*Note: All MD PROMISE interventions and performance measures have been approved by USDE. As a research grant, fidelity to the proposal submitted/selected as well as additional parameters set by the national evaluator and terms dictated by IRB approvals is required.			

Maryland State Department of Education

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Narrow the achievement gaps between students with disabilities and their non-disabled peers – Access Equity and Progress			
Project Objective: Implementation of equitable services, universally designed instruction, evidence-based academic and behavior interventions, technology, and accessible materials will result in increased access to the Maryland College and Career-Ready Standards and improved educational achievement and functional outcomes.			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)			
Activities	Responsible Party	Completion Date	Performance Measures
Implement a Longitudinal Accountability Decision Support System (LADDS) with embedded professional learning through Teacher Compass.	MSDE in collaboration with LEAs and IHEs	SY 2015-2016	To identify the root causes of the achievement gaps between students with disabilities and their non-disabled peers.
Fully-implement State Personnel Improvement Grant (SPDG).		June 2016	Develop, monitor, evaluate, and sustain effective, efficient and integrated organizational infrastructures and processes in collaboration with Local School Systems, public agencies, and institutes of higher education.
Monitor 100% of IEPs that include human reader/text to speech accommodations on the PARCC.		August 2015	
Facilitate a Statewide Community of Practice for Specialized Educators.		SY 2015-2016	
Provide ongoing support to six regional Community of Practice groups to provide focused professional learning and to develop instructional materials aligned to the NCSC Common Core Connectors that are aligned to the Maryland College and Career-Ready Standards.		SY 2015-2016	
Disseminate the findings and implement appropriate strategies suggested in the Access and Equity Workgroup report to reduce disparities in mathematics performance among racial/ethnic groups for students with disabilities.		SY 2015-2016	
Sustain and scale-up the School-Wide Integrated Framework for Transformation (SWIFT) Initiative to provide academic and behavioral supports that will result in excellence and equity in education for ALL students, including those with		SY 2015-2016	

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Narrow the achievement gaps between students with disabilities and their non-disabled peers – Access Equity and Progress			
Project Objective: Implementation of equitable services, universally designed instruction, evidence-based academic and behavior interventions, technology, and accessible materials will result in increased access to the Maryland College and Career-Ready Standards and improved educational achievement and functional outcomes.			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)			
Activities	Responsible Party	Completion Date	Performance Measures
<p>disabilities.</p> <p>Partner with LSS through Bridges for Systems Change - to sustain and scale-up the alignment of resources with the Division's Strategic Plan's to narrow the existing gaps through systems change.</p>		SY 2015-2016	

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Behavior and Mental Health Support			
Project Objective: Reduce the disciplinary removal of students diagnosed with disabilities (preventing further disconnection of youth) through data-Informed decision-making to improve academic, social and/or behavioral outcomes.			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)			
Activities	Responsible Party	Completion Date	Performance Measures
Counties will develop a plan using data-informed decision making to address professional development, instructional supports, consultants, and other activities to address disproportionate suspensions.	Counties Statewide	Annually July 2016	2012-2013 26% of Students suspended were Special Education Students
DSE/EIS will provide LPF funding to address the needs.	MSDE	Annually July	2013-2014 28% of Students suspended were Special Education Students
PBIS Tier 1 and PBIS Tier 2 and Tier 3 training.	MSDE	Ongoing	Measure: Decrease of suspension rate to <20% by 2018
Discretionary grants addressing behavior and mental health support Statewide.	MSDE	Annually July	
LSS targeted workgroups on evidence based interventions addressing behavior.	MSDE	Ongoing	
Conduct monitoring to ensure local compliance and quality performance.			

Strategic Goal: Reduce Youth Homelessness			
Approach/Program Title: McKinney-Vento Education for Homeless Children and Youth Program and Title I Part A Set-Aside for Homeless Education			
Project Objective: To provide educational services for school-age children and youth who are homeless and to address barriers in enrolling, attending, and succeeding in school in order to increase educational outcomes for students identified as being homeless. To ensure and provide transportation, school supplies, tutoring, school uniforms, personal hygiene supplies, student activity fees, professional development, summer school, and other necessary and allowable expenses to aid school aged children identified as being homeless.			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)			
Activities	Responsible Party	Completion Date	Performance Measures
<p>Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State established for other children and youth.</p> <p>Provide professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth, and the specific educational needs of runaway and homeless youth.</p> <p>Ensure evaluation of the strengths and needs of homeless children and youth, including needs and eligibility for programs and services such as educational programs for gifted and talented students, children and youth diagnosed with disabilities, and students with limited English proficiency, services provided under Title I of the ESEA of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs.</p> <p>Provide services and assistance to attract, engage, and retain homeless children and youth, and unaccompanied youth, in public school programs and services, post-secondary and vocational training programs as provided to non-homeless children and youth.</p>	MSDE, LEAs	2016	<p># and % of homeless youth attending school within one full day of an attempt to enroll in a school</p> <p># and % of homeless children and youth in grades pre-k to 12 who have stability in school</p> <p># and % of eligible homeless children and youth that receive specialized services</p> <p># and % of parents or persons acting as parents of homeless children and youth that participate meaningfully in their children's education</p> <p># and % of homeless children and youth in grades 3-12 that meet the states' academic standards</p>

Strategic Goal: Improve Outcomes for Disconnected Youth; Reduce impact of incarceration on children, families, and communities

Approach/Program Title: Title I, Part D: Neglected, Delinquent, and At-Risk Youth

Project Objectives:

1. To improve educational services in State institutions and LEA detention centers and correctional facilities for children and youth determined to be neglected or delinquent so that they have the opportunity to meet the same challenging State academic content standards and State student academic achievement standards that all children in the State are expected to meet;
2. To provide such children and youth with the services to enable them to transition successfully from an out-of-home placement to further schooling or employment; and
3. To prevent at-risk youth from dropping-out of school to increase the graduation rate, and to provide dropouts, and children and youth returning from detention facilities or other out-of-home placements, with a support system to ensure their continued education.

Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment, Truancy)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)/Youth have Opportunities for Employment or Workforce Readiness (Youth Employment, Percentage of young adults, ages 16-24, who are unemployed)

Activities	Responsible Party	Completion Date	Performance Measures
<p>Ensure special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education.</p> <p>Ensure dropout prevention programs that serve at-risk children and youth, including pregnant and parenting teens; children and youth who have come in contact with the juvenile justice system; children and youth at least one year behind their expected grade level; migrant youth; immigrant youth; students with limited English proficiency; and gang members.</p> <p>Provide support programs that encourage children and youth who have dropped-out of school to reenter school once their term at the detention facility has been completed, or provide those children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent.</p> <p>Provide transition assistance to help the child or youth stay in school, including coordination of services for the family, assistance in accessing drug and alcohol use prevention programs, tutoring, and family counseling.</p> <p>Ensure that the detention facility is staffed with teachers and other qualified staff who are trained to work with children and youth with specific needs, such as special education, English Language Learners, etc.</p> <p>Ensure that educational programs in the detention facility are coordinated with the student's home school.</p>	MSDE, State Agencies and LEAs working collaboratively	December 2016	<p># and % of long-term students served who have both pre-test and post-test scores in reading</p> <p># and % of long-term students served who have both pre-test and post-test scores in math</p> <p># and % of long-term students served who improved on mathematics assessments</p> <p># and % of long-term students served who improved on reading assessments</p> <p># and % of students served earning high school course credits up to 90 days after exit from the Title I, Part D program</p> <p># and % of students who enrolled in a school or gained employment after exiting from the Title I, Part D program</p>

Strategic Goal: Reduce the Impact of Incarceration on Children, Families and Communities			
Approach/Program Title: The Maryland Advancing Wellness Resilience in Education (MD-AWARE-SEA)			
Project Objective: To build and expand the capacity of MSDE to increase awareness about mental health issues among school aged youth, provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults, and connect children, youth and families who may have behavioral health issues with appropriate services.			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment, Truancy)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)/Healthy Children (Hospitalizations)/Families are Safe and Economically Stable (Out-of-Home Placements)			
Activities	Responsible Party	Completion Date	Performance Measures
District-level technical assistance plans for Project Aware with identified student outcomes.	MSDE	Summer 2015	# and % of pilot districts that have capability for identification of early-warning signs for students
Implement State-level Trainer of Trainers and training for Youth Mental Health First Aid.	MSDE	Winter 2016	# and % of school staff involved in Project Aware that receive increased training

Strategic Goal: Improve Outcomes for Disconnected Youth			
Approach/Program Title: Domestic Minor Sex Trafficking (DMST) Education Program Pilot			
Project Objective: To pilot a comprehensive prevention and intervention Domestic Minor Sex Trafficking (DMST) education program in 10 Baltimore City, 10 Baltimore County, and 10 Prince George's County schools to increase awareness of school professionals so they are able to identify indicators of human trafficking and make proper referrals for intervention.			
Result and Indicator: Families are Safe and Economically Stable (Out-of-Home Placements, Homelessness)/Communities are Safe for Children, Youth and Families (Child Maltreatment)			
Activities	Responsible Party	Completion Date	Performance Measures
Multi-tiered level training via MSDE and Araminta Freedom Initiative staff for administrative team (Principal, Vice-Principal, Pupil Personnel Workers, counselors, School Resource Officers/School Police, etc.), school team (teachers), and other identified staff (bus drivers, cafeteria workers).	MSDE	January 2017	# and % of trained individuals tested pre-and post for knowledge base and basic understanding of trafficking awareness warning signs
Develop and update human trafficking reporting protocols.			Review and revision of current protocols and creation of new protocols as needed.
Data collection and analysis of reported incidents and findings of human trafficking in pilot schools.			Report and pilot analysis at end of pilot.

Strategic Goal: Reduce the Impact of Incarceration on Children, Families and Communities, and Improve outcomes for Disconnected Youth			
Approach/Program Title: Community-Partnered School Behavioral Health (in collaboration with DHMH)			
<p>Project Objective: From House Bill 639 (2014), the Task Force on Community-Partnered School-Based Mental Health (CP-SBH) was developed in response to a request to DHMH to study the prevalence of programs in the State, collect and evaluate data on effectiveness of CP-SBH, identify fiscally-sustainable models, and make practical recommendations. Those recommendations include:</p> <ul style="list-style-type: none"> • Ensuring that all students have access to a full continuum of behavioral health services through CP-SBH; • Expanding CP-SBH programs across the State to reduce variability across systems, and ensure that all students' needs are effectively met; • Developing a common consensus across the State to measure the prevalence and availability of CP-SBH programs; and • Disseminating knowledge of resource availability and service provision opportunities through CP-SBH, which is critical to improving the prevalence of these programs in Maryland. 			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment, Truancy)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)/Families are Safe and Economically Stable (Out-of-Home Placements)			
Activities	Responsible Party	Completion Date	Performance Measures
Using newly-released study and data analysis, the team will work to identify areas where the implementation would be most successful.	DHMH/MSDE	August 2015	Increased access for students at risk.
Review policies prohibiting implementation including policies surrounding access, billing, and service delivery.	DHMH	September 2015 – May 2016	Increased academic engagement for students at risk
Work to implement a State evaluation plan among programs that allows for monitoring and evaluation.	DHMH	May 2015	Increased academic outcomes for students at risk.

Strategic Goal: Reduce the Incidence of Childhood Hunger in Maryland			
Approach/Program Title: Summer Food Service Program (SFSP)			
Project Objective: Improve food security for children and youth during the summer through increased participation in SFSP.			
Result and Indicator: Families are Safe and Economically Stable (Hunger)			
Activities	Responsible Party	Completion Date	Performance Measures
Conduct SFSP agency trainings and meetings.	MSDE & Partners	April 2015	Attendance at annual meetings
Provide technical assistance to SFSP agencies.	MSDE	Ongoing	Noncompliance rates
Coordinate and implement Statewide marketing and communications plan.	MSDE & Partners	Ongoing	Participation Data
Routine data collection and analysis.	MSDE, SFSP Agencies, and Partners	Monthly	Participation Data

Strategic Goal: Reduce the Incidence of Childhood Hunger in Maryland			
Approach/Program Title: At-Risk Afterschool Meals			
Project Objective: Improve food security for children and youth during afterschool hours through increased participation in the At-Risk Afterschool Meals Program.			
Result and Indicator: Families are Safe and Economically Stable (Hunger)			
Activities	Responsible Party	Completion Date	Performance Measures
Provide technical assistance as agencies transition from afterschool snacks to supper.	MSDE	Ongoing	Number of sites serving supper
Increase awareness among agencies and eligible afterschool programs.	MSDE & Partners	Ongoing	Number of new sites serving supper
Routine data collection and analysis.	MSDE, Agencies, & Partners	Monthly	Participation Data

Strategic Goal: Reduce the Incidence of Childhood Hunger in Maryland			
Approach/Program Title: Community Eligibility Provision (CEP)			
Project Objective: Improve child food security by increasing students' access to school meals.			
Result and Indicator: Families are Safe and Economically Stable (Hunger)			
Activities	Responsible Party	Completion Date	Performance Measures
Educate LEAs on HB965 – The Hunger-Free Schools Act of 2015.	MSDE	July 2015	Number of new schools electing CEP
Conduct targeted technical assistance to LEAs with schools that have $\geq 55\%$ ISP.	MSDE	August 2015	Number of new schools electing CEP
Routine data collection and analysis.	MSDE, LEAs, and Partners	Monthly	School Breakfast and Lunch participation data

Strategic Goal: Reduce the Impact of Incarceration on Children, Families, and Communities; Improve Outcomes for Disconnected Youth; Reduce Childhood Hunger			
Approach/Program Title: Maryland 21st Century Community Learning Centers			
Project Objective:			
<ol style="list-style-type: none"> 1. To provide opportunities for academic enrichment, including tutoring services to help students (particularly those who attend low-performing schools) meet State and local student academic achievement standards in core academic subjects such as reading and mathematics; 2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and 3. Offer families of students served by community learning centers opportunities for literacy and related educational development. 			
Result and Indicator: Children are Successful in School (Academic Performance, High School Assessment, Alternative Maryland School Assessment, Truancy)/Youth will Complete School (High School Dropout, High School Completion, Program Completion of Students with Disabilities, Educational Attainment)/Communities are Safe for Children, Youth and Families (Juvenile Felony Offenses, Juvenile Recidivism)/Families are Safe and Economically Stable (Hunger)			
Activities	Responsible Party	Completion Date	Performance Measures

Using newly-released data collection tool, pilot data analysis with grantees.	MSDE/YDB	June 2015	Increased access for students at risk.
Through regular networking meetings, work to implement a State evaluation plan among grantees that uses data to assess progress in serving students.		September 2015 – May 2016	Increased academic engagement for students at risk.
Implement streamlined NOFA and complete at least three bidder conferences/application trainings to ensure access to areas needed.		May 2015	Increased academic outcomes for students at risk.

Appendix 2 - The Workforce Innovation and Opportunity Act of 2012

The Workforce Innovation and Opportunity Act *Investing in America's Competitiveness*

The Problem:

- By 2022 the United States will fall short by 11 million the necessary number of workers with postsecondary education, including 6.8 million workers with bachelor's degrees, and 4.3 million workers with a postsecondary vocational certificate, some college credits or an associate's degree.ⁱ
- Fifty-two percent of adults (16-65) in the United States lack the literacy skills necessary to identify, interpret, or evaluate one or more pieces of information; a critical requirement for success in postsecondary education and work.ⁱⁱ
- Individuals with disabilities have the highest rate of unemployment of any group, and more than two-thirds do not participate in the workforce at all.ⁱⁱⁱ

The Workforce Innovation and Opportunity Act (WIOA):

WIOA is bipartisan, bicameral legislation that will improve our nation's workforce development system and help put Americans back to work. Now more than ever, effective education and workforce development opportunities are critical to a stronger middle class. We need a system that prepares workers for the 21st century workforce, while helping businesses find the skilled employees they need to compete and create jobs in America.

WIOA creates:

A streamlined workforce development system by:

- Eliminating 15 existing programs.
- Applying a single set of outcome metrics to every federal workforce program under the Act.
- Creating smaller, nimbler, and more strategic state and local workforce development boards.
- Integrating intake, case management and reporting systems while strengthening evaluations.
- Eliminating the "sequence of services" and allowing local areas to better meet the unique needs of individuals.

Greater value by:

- Maintaining the 15 percent funding reservation at the state level to allow states the flexibility to address specific needs.
- Empowering local boards to tailor services to their region's employment and workforce needs.
- Supporting access to real-world education and workforce development opportunities through:
 - On-the-job, incumbent worker, and customized training;
 - Pay-for-performance contracts; and
 - Sector and pathway strategies.

Better coordination by:

- Aligning workforce development programs with economic development and education initiatives.
- Enabling businesses to identify in-demand skills and connect workers with the opportunities to build those skills.
- Supporting strategic planning and streamlining current governance and administration by requiring core workforce programs to develop a single, comprehensive state plan to break down silos, reduce administrative costs, and streamline reporting requirements.
- Ensuring individuals with disabilities have the skills necessary to be successful in businesses that provide competitive, integrated employment.

Improved outreach to disconnected youth by:

- Focusing youth program services on out-of-school youth, high school dropout recovery efforts, and attainment of recognized postsecondary credentials.
- Providing youth with disabilities the services and support they need to be successful in competitive, integrated employment.

ⁱ The Georgetown University Center on Education and the Workforce.

ⁱⁱ Based on data from the Program for the International Assessment of Adult Competencies (PIAAC), 2012.

ⁱⁱⁱ Based on data from the Current Population Survey, Bureau of Labor Statistics.

Appendix 3 - Framework for Maryland's Interagency Council on Homelessness

*****Create more permanent supportive housing options statewide.***

The "housing first" model of permanent supportive housing has demonstrated both cost- and outcome-effectiveness, and has become the principal public health paradigm to address homelessness in communities across the country. Maryland's Interagency Council on Homelessness will facilitate increased and improved intra/interagency partnerships to leverage effectively limited federal, state, and local resources for permanent supportive housing. The Council will work to reduce barriers to rapid rehousing, and the services necessary to maintain in housing the most vulnerable individuals and families in Maryland.

*****Create a comprehensive discharge planning process for the homeless being released from medical facilities or jails.***

Maryland's Interagency Council on Homelessness will work to ensure that no one is discharged into homelessness from hospital care, emergency rooms, nursing homes, mental health clinics, state hospital facilities, or carceral institutions. The Council will promote the training and relationships necessary to assure consistent and effective discharge planning for health and housing needs. This includes including memoranda of understanding among the medical and state facilities releasing clients and the emergency, cold weather, transitional, and permanent housing facilities accepting them. The Council will work with health and service providers to increase respite/convalescent care throughout the state for people experiencing homelessness.

Create more "low barrier" options across the state for clients seeking emergency shelter or transitional housing

Emergency shelter is a short-term public health necessity while we continue to strive for long-term sustainable solutions for homelessness. Maryland's Interagency Council on Homelessness will determine and promote best practices and models for providing emergency shelter and shelter diversion, in order to provide client-centered and trauma-informed support services using a harm reduction model, and to ensure equal access to protected classes, and vulnerable individuals and families. The Council will identify and address service gaps that prevent providers from serving the full needs of people who are homeless.

*****Improve the support system that exists for homeless veterans***

The federal Opening Doors plan aims to end homelessness among veterans by the end of 2015. Maryland's Interagency Council on Homelessness will work with local, state, federal, and non-governmental partners to identify the specialized needs of and available services for homeless veterans in our state, and to improve the range, availability, and coordination of housing and services necessary to end veteran's homelessness.

*****Achieve coordinated intake and assessment for all jurisdictions***

Maryland's Interagency Council on Homelessness will work with local continua of care to coordinate the support safety net for those who are homeless to ensure that access to services is fair, equitable, clear, and provided with a "no wrong door" approach. The Council will support local continua in meeting federal requirements for "coordinated intake and assessment", which seek to connect people experiencing homeless with housing, income, and supportive services in the most efficient and effective manner possible.

*****Create more housing and support options for youth and young adults***

Homeless people between the ages of 16-24 require specialized interventions and supports to address their causes of homelessness. Maryland's Interagency Council on Homelessness will support the state's homeless youth count, which will take place in the fall of 2015 throughout 9 counties. The count will inform the Council's work to develop the specialized services and housing options necessary to end youth homelessness statewide.

*****Indicates the goal is a requirement of the Federal 10 year plan to end homelessness, *Opening Doors*.***

Appendix 4 – CCIT

Children's Cabinet Implementation Team

Kim Malat, Chair

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Shawn Cain

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Justice Schisler

Eastern Division Chief, Governor's Office of Crime Control and Prevention

Judith Sachwald

Director, Parole and Probation, Department of Public Safety and Correctional Services

William J. Frank

Deputy Secretary, Maryland Department of Disabilities

Penelope Thornton Talley

Deputy State Superintendent for School Effectiveness, & Chief Performance Officer, Maryland State Department of Education

Appendix 5 - Program Catalog

As the first step in crafting the implementation plan, the Children's Cabinet requested a catalog of each Children's Cabinet Agency's existing programs and initiatives. The catalog will be used to inform decisions, to eliminate duplication, and allow the Children's Cabinet to clearly see the gaps. The CCIT members developed the following list of existing programs and services that directly impact the four Strategic Goals.

DISCONNECTED YOUTH (youth aged 16-24 not working and not going to school)							
Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Department of Juvenile Services (DJS)							
DJS Re-Entry Strategic Plan	DJS is currently developing objectives, goals and performance measures to ensure that youth being released from committed placement successfully transition to life back in their home communities. Included in the objectives are transition planning for re-enrollment in school and/or connecting to work opportunities.	All youth in committed placement	Statewide	DJS			
Spotlight on Schools	An initiative to place DJS case managers at schools in certain jurisdictions in Maryland. Case managers stationed in the schools monitor and respond immediately to attendance	High school youth/DJS youth	All school districts in Maryland except the Eastern Shore	DJS			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	and behavior issues and can perform on-site intake services for students involved in delinquent activity.						
Under 13 Initiative	An early intervention program geared for low risk/high need young offenders brought to DJS intake. The Under 13 team is comprised of DJS, local DSS, local school system and the Care Management Entity to provide support services for the youth and his/her family. Educational support services are provided to youth struggling with attendance/behavior in school.	Low risk/High need youth ages 12 and younger referred to DJS.	Baltimore City and Prince George's County	DJS			
Face Forward Grant (Potential Partnership)	DJS has signed a letter of support of the Center for Urban Families' application for the "Face Forward" grant issued by the U.S. Department of Labor. The Face Forward grant will provide funds to local communities to support youth in the education and work opportunities.	DJS youth	Baltimore City	U.S. Dept. of Labor	Center for Urban Families	Application submitted on April 23, 2015	Funds will be used for youth who need educational and work opportunity services.

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Choice Program	The Choice Program, which operates out of the University of Maryland - Baltimore County, supplements community supervision for DJS youth in the community. Choice provides case managers who supervise youth and educational support services and workforce training.	DJS youth in the community	Baltimore City and Prince George's County	DJS			
Governor's Office of Crime Control and Prevention							
Cecil County Department of Social Services	Cecil County, Maryland's Students Taking Responsibility in Developing Excellence (STRIDE) program provides case management and support services to at-risk youth in Cecil County. The program uses a graduated response approach to help youth address and overcome their problems. Youth are referred to the STRIDE program from Cecil County Public Schools, DJSDSS, and often by parents or word-of-mouth. The structure of STRIDE is designed to deter recidivism,	JABG funds will be used to provide intensive services to 40 youth	Cecil County	GOCCP (JSMR)	State and local governments, non-profit organizations, faith-based organizations	NOFA (competitive)	Personnel, operating, contractual services

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	so that youth who have committed infractions leading to their involvement with DJS or the Board of Education do not re-offend. The program is also open to youth who are deemed to be at-risk for future involvement						
Department of Labor, Licensing, and Regulation (DLLR)							
Southern Maryland JobSource Youth Center	Funds various programs in Southern Maryland that include career assessments, training, and placement in job training. These programs include dropout prevention and services to Work Investment Act (WIA) Youth working towards a General Education Development (GED).	In-School Youth (ISY) , Out of School Youth (OSY) , Foster Care Youth, homeless youth, DJS involved youth, youth with disabilities	Southern Maryland	U.S. Dept. of Labor	DLLR		
Certificate to a Career in a Year	The program provides occupational skill training, case management, mentoring, tutorial assistance, job placement assistance, and work experience to eligible youth.	Out of School Youth (ages 17-21), youth with disabilities, foster care youth, and youth with basic skills deficiencies	Harford Community College	U.S. Dept. of Labor	DLLR / Harford Community College		

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Accelerating Connections to Employment (ACE)	Offers career advice, assessments, trainings in healthcare, and other areas with community colleges as partners.	foster care youth, TANF recipients, low skilled workers	Statewide	U.S. Dept. of Labor	DOL / WIB Consortium		
Youth CareerConnect	Offers career and college counseling, work based learning, college credits during HS, mentoring and career exploration	ISY	Prince George's County	DLLR			
Reconnecting Youth Program	Offers GED instruction, case management services, mentoring, tutorial assistance, and job placement assistance.	Youth ages (16-21) who have dropped out of Harford County Public Schools / Youth with Disabilities / Foster Care Youth	Harford County Public Schools	U.S. Dept. of Labor	DLLR / Harford County Public Schools		
Back on Track	Offers GED instruction, case management services, mentoring, tutorial assistance, and job placement assistance.	Youth ages (16-21) who have dropped out of Cecil County Public Schools / Youth with Disabilities / Foster Care Youth	Henkels & McCoy, Inc. (Susquehanna)	U.S. Dept. of Labor	DLLR / Cecil County Public Schools / Henkels & McCoy, Inc.		
EARN - Healthcare Mentorship Baltimore	Provides transportation, tutoring, daycare services, job placement, and CAN/GNA training for eligible youth	Foster care and homeless youth ages 18-24	New Pathways Inc. (EARN Grantee 2015 Baltimore County and City area)		New Pathways Inc.		

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Baltimore Conservation Leadership Corp.	Provides summer employment opportunities in the field of conservation	ISY ages 15-24	Baltimore City	DLLR	CIVIC Works		
Bmore Green Brownsfield Training and Home Performance Weatherization Training	Provides industry recognized certifications, employability skills, case management, and job training.	OSY	Baltimore City	DLLR	CIVIC Works		
Job Corps	Offers GED instruction, independent living skills support, career training, dorm/temp housing, and job placement assistance	OSY ages 16-24	Statewide	DOL / DLLR			
Summer Youth Connections (SYC)	Provides summer employment opportunities throughout the state, on average about 6 weeks of paid work experiences	Youth ages 14-17 from low-income families with high barriers to employment	Statewide	DOL / DLLR	SYC		
Howard County Office of Workforce Development	Provides year-round employment training, job fairs, job placement, summer employment opportunities, and summer youth connections	OSY, DSS-involved youth, DJS-involved youth, and DORS	Howard County	DOL / DLLR	Howard County Community College		
Carroll County Business and Employment Resource Center	Provides year-round employment training, job fairs, job placement, summer employment opportunities, and summer youth connections	OSY, DSS-involved youth, DJS-involved youth, and DORS	Carroll County	DOL / DLLR			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Transitioning Youth Services	Provides internships, career assessment, training, job placement assistance, GED programs, and summer employment in collaboration with several local DLLR youth programs	ISY and OSY with disabilities ages 16-22	Division of Rehabilitation Services / MSDE				
Start on Success	Provides internship, mentoring, and job placement services	ISY ages 16-21	Statewide	DLLR	Humanim		
Project Search	Provides off-site educational services and internships at local medical and educational facilities during the last year of high school	ISY w/disabilities	Statewide	DLLR/DOR S			
Housing Authority of Baltimore City / Successfully Moving Youth to Work	Provides career specific training, Microsoft A+ Certification, and employment training	OSY, Foster Care Youth, Youth living in public housing and other low-income communities	Baltimore City	DOL/DLLR			
Career Academy	Offers the Diploma Plus model, college credit, and internship experience to eligible youth	ISY, OSY, and foster care youth ages 16-21	Baltimore City	Funds leveraged here w/ MOED, BCPS, and Job Corp			
Sinai Hospital of Baltimore Inc.	Offers certification and on-the-job training	ISY, OSY, and foster care youth, youth with	Baltimore City				

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
		disabilities ages 16-21					
Next Course Food Training Program	Provides 17 weeks of classroom and OJT Food services skills, assists with job placement	OSY	Baltimore City	DLLR	St Vincent de Paul		
Montgomery County (MD) Transitioning Youth Employment	Provides employment readiness training to transition age youth from school to work	ISY with disabilities	Montgomery County		MCPS / Transcen		
Youth Employment and Academic Readiness - YEAR Program	Offers academic remediation, post-secondary exploration and financial planning assistance	low income youth	Statewide		MD Multicultural Youth Centers (MMYC), MCPS		
Conservation Corp	Offers tutoring, career development, life skills training, project planning, and safety and job readiness training.	OSY	Montgomery County	DLLR, DORS	MMYC, DNR, Montgomery County DHHS		
Bridges from School to Work	Provides classroom job readiness training and employment placement to aid in transition from school into the workforce	ISY with disabilities age 17-22	Baltimore City and Montgomery County		Marriott Foundation, school systems		
MD Promise Grant	Provides case management, job placement, transitioning services from HS into post-secondary education and/or workforce	ISY with disabilities ages 14-16 and SSI recipients	Statewide	MDOD			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Somerset County Youth Work Maturity Program	Offers career planning, work experience, job shadowing, job placement, and vocational / GED training	ISY, OSY, WIA eligible youth	Lower Shore		Lower Shore Workforce Alliance		
Worcester County Public Schools Career Internship Program	Provides mentoring, academic support, and summer and year-long employment opportunities	WIA eligible youth, OSY, and ISY at risk for dropping out	Worcester County		Lower Shore Workforce Alliance, Worcester County Public Schools		
Project IMPACT	Provides counseling, adult mentorships, educational tutoring, and financial assistance	ISY and OSY youth ages 14-21, DSS-involved youth, foster care youth, DJS-involved youth, and WIA eligible youth			Telemund		
Knowledge Equals Youth Success (KEYS) Program	Provides summer employment, paid internships, employment workshops, and occupational skills training	ISY, OSY, WIA eligible youth, foster care youth, and youth with disabilities	Prince George's County		PG County Economic Dev Corp		
Ready! Set! Work! Career Readiness Training	Provides summer employment, paid internships, employment workshops, and occupational skills training	OSY ages 18-21	Frederick County		Frederick County Workforce Services (FCWS),		

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
WIA- Youth Academy	Provides summer employment, occupational training, internships, and employment placement	ISY and OSY youth ages 14-21, DSS-involved youth, foster care youth, DJS-involved youth, and WIA eligible youth	Statewide		FCWS		
Family Partnerships of Maryland	Offers GED, virtual school services, career assessments, occupational skills training, job shadowing, internships, job readiness, and career exploration workshops.	ISY and OSY ages 16-21	Frederick County		Frederick Community College, Frederick County Virtual School, and FCWS		
Johns Hopkins Engineer Innovation Program	A five week summer program that provides intensive development of skills in areas of STEM, leadership, and teamwork. Career and post-secondary education exploration provided	ISY	Frederick County		FCPS, JHU, and FCWDB		
Life Works Program	Alternative Education program designed to transition alternative students back to their home schools. Provides academic remediation, post-secondary & career exploration, paid summer internships, and career counseling.	ISY	Baltimore County		Baltimore County Workforce Development (BCWD), and BCPS		

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
First Step Program	Offers career assessment, GED & ABE courses, occupational skills, training, and job placement	OSY ages 16-18, DJS-involved youth, homeless youth, and pregnant/parenting youth	Baltimore County		BCWD		
Catapult Program	Offers GED, computer literacy, career planning, and job placement.	OSY ages 16-21	Baltimore County		BCWD		
Youth Healthworks	Offers case management, career assessment, tutoring, mentoring, occupational training and job placement	OSY ages 17-21 and WIA eligible youth	Anne Arundel County		Anne Arundel Workforce Development Corp (AAWDC), AACPS, Annapolis Housing Authority		
Step Up to Success	Offers GED preparation; career exploration and preparation; computer training; business communication instruction; NRF ManageFirst Customer Service training; referrals for job search and placement assistance resources; life skills components.	OSY and WIA eligible youth	Anne Arundel County		AAWDC and Anne Arundel Community College		
Wages	Mentoring, Occupational training, tutoring, dropout prevention, paid and unpaid	ISY			AAWDC and AACPS		

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	summer employment, job shadowing, and internship experiences						
Youth Opportunities	Offers career exploration, assessments, training, placement, and GED/credit recovery educational services	OSY ages 16-21	Baltimore City	MOED and DLLR			
Department of Human Resources (DHR)							
Ready By 21/Transitional Services	Ready By 21 services provide transitional youth services to all youth in foster care ages 14-20 to assist youth in foster care to successfully transition into adulthood. Ready By 21 services focus on 5 core strategies: Housing, Education/Employment, Healthcare, Mentors, and Financial Stability. Services include but are not limited to: case planning, including transitional planning, independent living services, agreements, and life skills assessments, and training. Life skills are primarily taught in partnership with the youth's	Youth ages 14-20	Statewide	Chafee (Federal Funds)			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	resource provider and caseworker.						
Maryland Tuition Waiver for Foster Care Recipients	Tuition Waiver provides exemption for paying any tuition and mandatory fees at a Maryland public college or university. Waiver is not applied to room and board, books, and etc.	Current and Former Foster Youth	All 24 jurisdictions	N/A			
Maryland Education and Training Voucher (ETV)	The Education and Training Voucher Program provides up to \$5000 a year for college and vocational training.	Current and Former Foster Youth	All 24 jurisdictions	Federal - 80%, Chaffee Independent Program & State 20% General	States and Tribes that have submitted a plan to assist foster youth in a wide areas designed to support a successful transition to adulthood.	Currently the State does not apply for ETV grant funding. The State receives grant awards from the Federal government.	Tuition for college or vocational training, Books, Computers, School Supplies, Living Expenses, Housing, Childcare, Health Insurance, Groceries, and Transportation.
Child Support Enforcement Administration/ Noncustodial Parent Employment Program (NPEP)	Obligors are referred to the DSS for job placement services.	All Child Support Obligors	Statewide	Title IV-A	All local DSS offices are eligible via P10 IV-A block grant	CSEA defers this question to FIA	Limited to child support enforcement per federal regulations
Workforce development programs	To increase job opportunities or training opportunities for low-income Maryland residents		Statewide	federal funds	Determined by each local jurisdiction		

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Temporary Cash Assistance (TCA)	Welfare to work program aimed at connecting adult recipients with jobs	Low-income families with minor children	Statewide	\$32.3 million federal funds	Blend of contractors and in-house at DSS		
Non-custodial Parent Employment Program	Services to connect non-custodial parents with jobs so they are better able to pay child support	Non-custodial parents of children with a TCA connection	Statewide	\$1 million federal funds	Blend of contractors and in-house at DSS		
Maryland State Department of Education							
McKinney-Vento Education for Homeless Children and Youth Program	The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.	The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. Unaccompanied minors are included in this population.	Jurisdictions that apply and are approved receive a sub grant from the State. Currently there are 11 jurisdictions that have McKinney-Vento Subgrants.	Federal grant McKinney-Vento Homeless Education Funds	All LEAS on a competitive basis.	This is a three-year grant with an annual renewal and a new application in the 3 rd year. The jurisdictions submit an application which is reviewed at MSDE by several reviewers. Successful applicants are notified of approval and the allocation	Funds are used based on the approved grant application for each jurisdiction. Funds are spend on transportation, school supplies, tutoring, school uniforms, personal hygiene supplies, student activity fees/field trip, professional development, summer school, and transfer of records. The list above is not all inclusive

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
						amount by the State Coordinator for Homeless Education.	
Title I Part A Set Aside for Homeless Education	The Title I Part A set aside for homeless education is money that the jurisdiction earmarks from their Title I Part A allocation for providing services to children who meet the McKinney-Vento definition of homelessness (see above). These funds are used to support those students, particularly those not located in Title I schools, that need services.	The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. Unaccompanied minors are included in this population.	All 24 jurisdictions set aside funds from their Title I Part A grant allocation to serve students that meet the McKinney-Vento definition of homelessness.	Federal grant- Title I, Part A	All 24 LEAS that receive Title I, Part A funds.	The Title I Part A grant application is submitted on an annual basis. It is the Attachment 7 in the Master Plan submitted every year. The application is reviewed by specialist and the Director of the Program Improvement and Family Support Branch at MSDE.	Funds are used based on the approved grant application for each jurisdiction. Funds are spend on transportation, school supplies, tutoring, school uniforms, personal hygiene supplies, student activity fees/field trips, caps and gowns, professional development, summer school, and transfer of records. The list above in not all inclusive.
Home and Hospital Program	The provision of instructional services to public school students who are unable to participate in their school of	Student & Families k-12	All Maryland LEAs	State General Funds			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	enrollment due to a physical or emotional condition."						
Pupil Personnel Services	The Pupil Personnel program is a systematic approach to programs and services that uses resources of the home, school, and community to enhance the social adjustment of students. These programs are designed to address a student's academic, personal, and physical needs by providing comprehensive casework management.	Student & Families k-12	All Maryland LEAs	State General & Federal Title I			
School Psychological Services	The School Psychology Program is a comprehensive continuum of services and activities based on psychological principles. The goal of the program is to prevent or remediate educational, emotional, or behavioral problems by identifying, analyzing, and reporting psychoeducational needs through consultation, observation, or through psychological and educational assessment.	Student & Families k-12	All Maryland LEAs	State General & Federal IDEA			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
School Counseling Services	The School Counseling program is a planned, systematic program of counseling, consulting, appraisal, information, and placement services for students intended to help a student: demonstrate personal and academic growth; make appropriate educational and career decisions; and have productive interactions with others.	Student & Families k-12	All Maryland LEAs	State General Funds			
Title I, Part D: Neglected, Delinquent, and At-Risk Youth	To: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children/youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these youth with services to enable them to transition successfully from institution to further schooling/employment; and (3) prevent at-risk youth from	Title I Part D serves children and youth in institutions or community day programs for children who are neglected, delinquent and at-risk and for children and youth in adult correctional facilities. Additionally, Subpart 2 programs may	Currently, there are two Subpart 1 state agencies in Maryland that receive subgrants from the state: Department of Labor, Licensing, and Regulation (DLLR) and Juvenile Services Education Program in the Division of Career and College Readiness at MSDE. There	Federal Grant- Title I, Part D	Subpart 1 Program: State agencies (SAs) that operate educational programs for children and youth in institutions or community day programs for children who are neglected, delinquent and at-risk and for children and youth in adult	This is a three-year grant with an annual renewal. Every third year is a new application. For Subpart 1, The State Agencies that are eligible can submit an application which is reviewed at MSDE by several	Funds are used based on the approved grant application for each state agency or local jurisdiction. Funds are spent on instructional support (including staff), professional development, instructional supplies/materials, transition specialists,

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	dropping out of school as well as to provide dropouts and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Subpart 1 Program: award subgrants to State agencies (SAs) that operate educational programs for youth in institutions or community day programs for children who are neglected, delinquent and at-risk and for children and youth in adult correctional facilities. Subpart 2 Program: award subgrants to LEAs to provide programs that serve youth who are in locally operated correctional facilities or are attending community day programs for delinquent children and youth. Additionally, Subpart 2 programs may provide assistance to children and youth who are neglected or at-risk of dropping out of school	provide assistance to children and youth who are neglected or at-risk of dropping out of school.	are four jurisdictions that receive Subpart 2 subgrants from the state: Baltimore City, Baltimore County, Montgomery County, and Washington County.		correctional facilities. Subpart 2 Program: local educational agencies (LEAs) to provide programs that serve children and youth who are in locally operated correctional facilities or are attending community day programs for delinquent children and youth. Additionally, Subpart 2 programs may provide assistance to children and youth who are neglected or at-risk of dropping out of school.	reviewers. They are notified of approval and the allocation amount by the State Coordinator for the N&D program. For Subpart 2, The local jurisdictions that are eligible can submit an application which is reviewed at MSDE by several reviewers. They are notified of approval and the allocation amount by the State Coordinator for the N&D program.	transitional supplies/materials , equipment (computers). The list above is not all inclusive.

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
MSDE, Division of Special Education/Early Intervention Services (DSE/EIS) -Coordinated Early Intervening Services (CEIS)	<p>These funds are intended to be targeted to students in the General Education population who are at greatest risk for being referred for special education and related services, which could result from academic or behavior challenges. These funds support tiered academic and behavior interventions, as well as, professional development to build local capacity. The DSE/EIS currently provides the following financial support for CEIS:</p> <p>Baltimore City Part B CEIS - \$3,396,442 Preschool CEIS - \$110,923 Total = \$3,507,365</p> <p>Prince George's Part B CEIS - \$3,590,003 Preschool CEIS \$86,088 Total = \$3,676,091</p>	General Education Students	Baltimore City and Prince George's Counties	These activities are funded through State Fiscal Year (SFY) 2015 Part B grant awards.	Local School Systems (LSSs) are determined eligible as a result of State identified significant disproportionality based on race or ethnicity in an LSS with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. The LSS must use	Baltimore City and Prince George's County were both identified for CEIS as a result of being disproportionate in the disciplinary removal of African American students with disabilities in multiple suspensions and single suspension events summing to greater than 10 days. The determination is based on the ratio of representation of students in Special Education as compared to	The activities that may be included as CEIS: (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and (2) providing educational and behavioral evaluations, services, and supports, including

DISCONNECTED YOUTH
(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
					the maximum amount (15 percent) of funds allowable for comprehensive CEIS for children in the LSS, particularly, but not exclusively, for children in those groups that were "significantly over identified." All LSSs in Maryland could be eligible and identified to set aside 15% of the Pass through funds to conduct CEIS activities.	General Education. The State target is 2.0. The ratio for Baltimore City was 3.12 and the ratio for Prince George's County was 4.77.	scientifically based literacy instruction

DISCONNECTED YOUTH
(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
MSDE, DSE/EIS: Local Priority Flexibility Plan (LPF); part of the Local Application for Federal Funds	In order to provide support (personnel, professional development, materials) for the Student Support staff. Funds are also used to support and enhance behavior supports and interventions. (\$251,334)	Students with disabilities in identified schools	Baltimore City Public Schools	These activities are funded through State Fiscal Year (SFY) 2015 Part B grant awards.	All local schools systems in Maryland receive funds to support local activities to meet priority needs identified by local data.	Local schools systems use data informed decision making to determine local needs. Funds support activities, including professional development for staff, instructional supports and consultants, among a number of activities to improve academic, social, and/or behavioral outcomes for students with disabilities.	Systemic responsive actions to decrease disproportionality in suspensions.

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
MSDE, DSE/EIS: Local Priority Flexibility Plan (LPF); part of the Local Application for Federal Funds	Prince George's County requested funds in order to reduce the discrepancy in disciplinary removal of students with disabilities (\$50,150).	Students with disabilities in identified schools	Prince George's County	These activities are funded through State Fiscal Year (SFY) 2015 Part B grant awards.	All local schools systems in Maryland receive funds to support local activities to meet priority needs identified by local data.	Local schools systems use data informed decision making to determine local needs. Funds support activities, including professional development for staff, instructional supports and consultants, among a number of activities to improve academic, social, and/or behavioral outcomes for students with disabilities.	Systemic responsive actions to decrease disproportionality in suspensions.

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Maryland Department of Disabilities (MDOD)							
Maryland Promise	Addresses the challenging outcomes faced by many young people on Supplemental Security Income (SSI) as they move toward adulthood. Often this population faces poor employment outcomes and few other positive indicators of successful adult engagement. Maryland PROMISE works with other state agencies to provide community-based case management, benefits counseling, career and work-based learning experiences, family training and information, and other services. Objectives: increase high school graduation; increase enrollment in post-secondary education; increase employment of youths with disabilities; increase individual and family income; and decrease public income support.	Youth with disabilities	Statewide	U.S. Department of Education			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
MHEC Challenge Grants for at-risk youth	Educating at-risk youth about post-secondary opportunities, financial aid, and other issues.	At-risk youth	Statewide		Maryland Higher Education Commission		
Transitioning Youth Events	Designed to educate disabled youth and their parents about employment and post-secondary employment opportunities, and adult disability services	Youth with disabilities	Statewide				
Assistive Technology Loan Program	This program provides low-interest loans to people with disabilities so they can more easily purchase technology, thereby improving their job prospects.	Youth with disabilities	Statewide				
Department of Health and Mental Hygiene (DHMH)							
Medicaid mental health and substance related disorder services	Array of community and residential based treatment services	Medicaid recipients	Statewide	State and Federal			
Maryland Coalition of Families for Children's Mental Health	Family to family peer to peer support and family engagement through Family Navigators	All families; Families with children and adolescents in 1915i Medicaid State Plan Amendment	Statewide	DHMH BHJA grant Medicaid for 1915i, Local LMB, CSA			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Home Visiting Programs	Home Visitor provides education and support to young parents through pregnancy and first years of child's life	At risk families	Statewide	State and Federal			
Community Partnered School Mental Health	Community based mental health clinicians providing mental health assessment and treatment in schools	School age children and adolescents	Statewide but not in every school	Medicaid and private insurance			
School Health Clinics	Providing health care in schools	School age children and adolescents	Statewide but not in every school	Medicaid and private insurance			
Adolescent Clubhouse	Afterschool programs for adolescents in substance use treatment	Adolescents in substance use treatment		State BHA funds			
Project LIFT	Use of Specialized Targeted Case Management to care for adolescents with co-occurring mental health and substance use needs	Adolescents with mental health and substance use co-occurring needs	Baltimore County	Federal Grant			
Early Childhood Mental Health Consultation	Provides mental health consultation to early childhood programs for young children exhibiting behavioral health difficulties	Young children ages birth to 5 and their families and program staff	Statewide	State dollars through MSDE			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
1915i Medicaid State Plan Amendment	Provides intensive targeted case management, family to family peer to peer support, in home crisis and stabilization services, expressive therapies, respite care and all other Medicaid State Plan Services to children and adolescents with repeat psychiatric hospitalizations or Residential Treatment Center Treatment to care for youth in their homes and communities	Medicaid recipients up to age 18 with income up to 150% of Federal Poverty Level	Statewide	State and Federal			
Behavioral Health Integration Into Pediatric Primary Care BHIPP	Phone consultation by child and adolescent psychiatrists from Johns Hopkins University and University of Maryland Schools of Medicine with pediatricians about mental health needs of their patients and co-location of Salisbury University Masters Degree Social Work students to do mental health assessment and treatment in pediatric offices	All children, adolescents, and families	Statewide	State			
Medicaid	Pays the medical bills of people who have low income and cannot afford medical care.	Title IV-E or Supplemental Security Income (SSI), Foster Care	Statewide	Federal/ State			

DISCONNECTED YOUTH

(youth aged 16-24 not working and not going to school)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
		or Subsidized Adoptions					
		Non-Title IV-E Foster Care or Special Needs	Statewide	Federal/ State			
		State Funded Foster Care	Statewide	State			
		Title IV-E or Supplemental Security Income (SSI), Foster Care or Subsidized Adoptions	Statewide	State			
		Note: Department of Juvenile Services (DJS) children committed to Long-Term Care Facility (LTCF) e.g. Institute of Mental Disease (IMD), Residential Treatment Center (RTC), or Regional Institute for Children and Adolescents (RICA) are included in the above population.					

Impact of Parental Incarceration on Children, Families, and Communities

(Defined as an individual with minor children currently or previously incarcerated in a state or local correctional facility for adults or juveniles, including those under criminal justice supervision prior to or following a period of incarceration.)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Department of Juvenile Services (DJS)							
Juvenile Detention Alternative Initiative	A best practice model that seeks to reduce the use of inappropriate and unnecessary use of detention and reduce the failures to appear in court. Using alternatives to detention in the community for youth who do not pose safety or flight risks greatly reduces the likelihood that the court will later commit the youth to out of home placement.	All DJS youth referred to intake	Statewide	DJS			
AIM Initiative	Accountability and Incentive Management (AIM). AIM involves the use of sanctions and incentives, using standardized guidelines developed by DJS, to encourage a youth's compliance with the terms of the Court order and his/her case plan. AIM training will be completed and the program will be fully implemented Statewide by July 1, 2015.	DJS youth under supervision in the community	Statewide	DJS			

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Evidence Based Services	DJS utilizes evidence based services in the community as an alternative to out-of-home placement. These programs include Functional Family Therapy, Multi-Systemic Therapy, Multi-Dimensional Treatment Foster Care and Family Centered Treatment.	Committed DJS youth	Statewide	DJS			
Re-entry Strategic Plan	DJS is currently developing objectives, goals and performance measures to ensure that youth being released from committed placement successfully transition to life back in their home communities. The ultimate goal is to reduce the rate of recidivism by DJS youth returning from committed placement.	Committed DJS youth	Statewide	DJS			
Community Conferencing	A form of conflict mediation/resolution that can be used to divert youth from the juvenile justice system. This approach brings the youth, victims and other supportive individuals together to share their viewpoints, address the youth's negative behavior and	Youth referred to DJS	Baltimore City	DJS			

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	reach a satisfactory resolution.						
Alternatives to Detention	Programs and services designed to provide support and supervision without having to place youth in secure detention. The Pre-Adjudication Coordination and Training Center (PACT) and DJS's Day and Evening Reporting Center in Baltimore City are notable examples.	Youth referred to DJS	Baltimore City and Prince George's County	DJS			
Under 13 Initiative	An early intervention program geared for low risk/high need young offenders brought to DJS intake. The Under 13 team comprises of DJS, local DSS, local school system and the Care Management Entity to provide support services for the youth and his/her family. Educational support services are provided to youth struggling with attendance/behavior in school.	Low risk/High need youth ages 12 and younger referred to DJS	Baltimore City and Prince George's County	DJS			
Human Sex Trafficking Initiative	DJS's initiative to identify and provide support services to youth victims of human sex trafficking. Over 1,100 DJS employees have been trained	All DJS youth	Statewide at various DJS detention facilities				

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	to recognize the signs of possible trafficking and a standardized instrument was developed to screen possible victims in DJS detention facilities. DJS has partnered with Turnaround to provide services for youth confirmed as victims.						
The Choice Program	The Choice Program, which operates out of the University of Maryland - Baltimore County, supplements community supervision for DJS youth in the community. Choice provides case managers who supervise youth and educational support services and workforce training.	DJS youth under supervision in the community	Baltimore City and Prince George's County	DJS			
Maryland State Department of Education (MSDE)							
Juvenile Services Education	The Juvenile Services Education (JSE) program within the Maryland State Department of Education (MSDE) provides educational services for youths detained and committed by the Maryland Department of	All youth residing in DJS facilities across the State of Maryland. FY14 @ 6000 students served.	Provides educational services for detained youth across the State.	State general funds - primarily to support state staffing; Federal funding	JSE received the following Federal Funds in FY 15: Title I Neglected and Delinquent grant @640,000;	Application process and procedures occur on an annual basis and are submitted to corresponding	Federal funds are used to provide instructional support staff salaries; fund purchase of instructional materials including

Impact of Parental Incarceration on Children, Families, and Communities

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	Juvenile Services (DJS). Students receive core instruction in Mathematics, Language Arts, Social Studies, and Science. Career Technology Education (CTE) courses are offered including: Office Systems Management, Personal Finance, C-Tech, and Career Research & Development. Library Media services, Special Education services, and General Equivalency Diploma (GED) preparation programs are also provided. JSE currently serves approximately 550 youth on a daily basis at 14 DJS facilities statewide.				IDEA Funding @250,000; Carl J. Perkins Funding @79,000	MSDE Divisions which allocate these federal funding streams.	technology, materials, software related to general education, special education, and career technology education.
Juvenile Services Education Programs (JSEP)	The MSDE, Division of Special Education / Early Intervention Services provides general support to the JSEP programs through: IDEA Part B Passthrough funds for related service providers (OT, PT, Speech and Language Pathologists) and special education staff (Totalling: \$202,524). Additionally, a Resource Teacher is funded	All youth placed or detained in JSEP programs with an Individualized Education Program (IEP) benefit from these supports.	Students with disabilities in JSEP facilities across the State.	State Fiscal Year 2015 IDEA Part B annual award.	The Maryland JSEP	Public Agencies submit an annual grant application outlining their plan to support academic instruction, interventions, and supports to improve	Funds are used to support special education and related services as aligned with IEPs to ensure a free and appropriate public education.

Impact of Parental Incarceration on Children, Families, and Communities

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	through IDEA Part B discretionary funds (\$55,145).					outcomes for students with disabilities.	
Maryland Department of Public Safety and Correctional Services							
Reading Unites Families	Inmates read books aloud; recordings are delivered to their children to maintain family relationship during incarceration	Children of DPSCS Inmates	Various Institutions				
Girl Scouts/Cub Scouts	Scouts meet with parents incarcerated at MCIW/MCIJ	Children of DPSCS Inmates	Various Institutions				
Family Mediation	Mediators meet with families and inmates to discuss family issues and help ease transition from incarceration back home	Children of DPSCS Inmates	Various Institutions				
Family Days	Institutions host Family Days, where family members can visit and reconnect with incarcerated individuals	Children of DPSCS Inmates	Various Institutions				
Inside/Outside Dads (National Fatherhood Movement)	Parenting group offered by social workers at RCI/MCTC teaches parenting skills and encourages fathers to take an active role in their children's lives	Children of DPSCS Inmates	Various Institutions				

Impact of Parental Incarceration on Children, Families, and Communities

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Department of Health and Mental Hygiene (DHMH)							
Medicaid mental health and substance related disorder services	Array of community and residential treatment services	All Medicaid recipients	statewide	State and Federal			
Maryland Coalition of Families for Children's Mental Health	Provide family engagement, support, education programs	All families	statewide	State DHMH / BHA and local funds			
Mental Health Services in Jails							
Early Childhood Mental Health Consultation	Mental health consultation to early childhood programs	Young Children birth to 5	Statewide	State			
Community Partnered School Mental Health Services	Provides mental health assessment and treatment in schools by community based mental health clinicians	All children and adolescents	Statewide but not in all schools	Medicaid and private insurance			
Behavioral Health Integration Into Pediatric Primary Care BHIPP	Phone consultation by child and adolescent psychiatrists from Johns Hopkins University and University of Maryland Schools of Medicine with pediatricians about mental health needs of their patients and co-location of Salisbury University Masters Degree Social Work students to do mental health	All children and adolescents and their families	Statewide	State			

Impact of Parental Incarceration on Children, Families, and Communities

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	assessment and treatment in pediatric offices						
Medicaid	Pays the medical bills of people who have low income and cannot afford medical care.	Children placed in a community setting by DJS pending adjudication or placement.	Statewide	Federal/State			

YOUTH HOMELESSNESS

(those individuals under the age of 25 who lack a fixed, regular, and adequate nighttime residence; this includes those living in motels, hotels, camping grounds emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, and bus or train stations for whom it is not possible to live with their parent guardian or relative and have no other safe alternative living arrangement)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Department of Juvenile Services (DJS)							
Re-entry Strategic Plan	DJS is currently developing objectives, goals and performance measures to ensure that youth being released from committed placement successfully transition to life back in their home communities. Included in the objectives are transition	Committed DJS youth	Statewide	DJS			

YOUTH HOMELESSNESS

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	planning to ensure that the youth has appropriate housing accommodations either with family or in an independent living program.						
Governor's Office of Crime Control and Prevention (GOCCP)							
University of Baltimore Truancy Court	The Truancy Court Program (TCP) is an innovative, early intervention and holistic approach to truant behavior that addresses the root causes of truancy. The program, strictly voluntary on the part of students and their families, consists of ten weekly in-school meetings per session (with one session in the Fall and another in the Spring). The TCP meeting involves the student, his or her family, teachers, social workers, guidance counselors, principals, CFCC staff, a law student, and a volunteer judge. TCP students also meet weekly with a TCP mentor, who calls the home once a week to engage family	James McHenry Elementary/Middle School, Walter P. Carter Elementary/Middle School, Vivien T. Thomas Medical Arts Academy, Reginald F. Lewis High School of Business and Law, and Renaissance Academy	Baltimore City	GOCCP (BJAG, MDSS, JSMR)	School systems	NOFA (competitive)	Social Worker salary and fringe, TCP Attorney salary and fringe, CFCC Director salary and fringe, TCP Project Manager salary and fringe, Evaluator, TCP Mentor Coordinator

YOUTH HOMELESSNESS

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	members. In 2013-2014, the TCP served 319 students and their families in 7 Baltimore City schools and 3 Montgomery Co. schools, and a significant majority of those students (71%) graduated from the program, based on a minimum 65% reduction in unexcused absences/tardiness and improved academics and behavior during their involvement in the 10-week program. Due to budget constraints and funding cuts, CFCC can operate the TCP in only five schools in 2014-2015						
Department of Labor, Licensing, and Regulations (DLLR)							
Southern Maryland JobSource Youth Center	DLLR is currently funding various programs in Southern Maryland that include career assessments, training, and placement in job training. These programs include dropout prevention and services to Work Investment Act (WIA) Youth working	In-School Youth (ISY) , Out of School Youth (OSY) , Foster Care Youth, homeless youth, DJS involved youth, youth with disabilities	Southern Maryland	U.S. Dept. of Labor	DLLR		

YOUTH HOMELESSNESS

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	towards a General Education Development (GED).						
EARN - Healthcare Mentorship Baltimore	Provides transportation, tutoring, daycare services, job placement, and CAN/GNA training for eligible youth	Foster care and homeless youth ages 18-24	New Pathways Inc. (EARN Grantee 2015 Baltimore County and City area)		New Pathways Inc.		
First Step Program	Offers career assessment, GED & ABE courses, occupational skills, training, and job placement	OSY ages 16-18, DJS-involved youth, homeless youth, and pregnant/parenting youth	Baltimore County		BCWD		
Department of Human Resources (DHR)							
Thrive@25	Two-Year planning grant: demonstrate & evaluate key components of DHR's Ready by 21 efforts and develop an approach to preventing homelessness among youth in the mid-shore counties with a particular focus on youth who identify as LGBTQ and issues associated with rural homelessness	Youth ages 14-21	Mid-shore counties: (Q.A., Kent, Caroline, Talbot and Dorchester Counties	Grant: HHS & ACF	Partnership among the Institute, DHR, Talbot Co. DSS, National Center on Housing and Child Welfare	Implementation Grant Proposal Due May 26, 2015	

YOUTH HOMELESSNESS

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Montgomery County Supportive Housing Program	This program allows youth aging out of the foster care system have stable, permanent, and affordable housing. Youth receiving benefits from this project are placed in their own apartment and receive financial assistance through this program and SILA funds. Youth also receive intensive case management	Youth ages 19-21	Montgomery County	State Funds			
Prince George's County Supportive Housing Program	This program allows youth aging out of the foster care system have stable, permanent, and affordable housing. Youth receiving benefits from this project are placed in their own apartment and receive financial assistance through this program and SILA funds. Youth also receive intensive case management	Youth ages 19-21	Prince George's County	State Funds			

YOUTH HOMELESSNESS

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
MidShore Housing Pilot Program	The youth served under this project will receive individualized services which include but are not limited to: housing, education, vocational/workforce support, healthcare, financial empowerment, mentoring, and advocacy. These services will be delivered and/or coordinated collaboratively between the Department of Social Services (DSS) and Crossroads Community, Inc. This program is still in development.	Youth 19-21	Mid-shore counties: (Q.A., Kent, Caroline, Talbot and Dorchester Counties	State Funds			
Emergency Assistance to Families w/ Children (EAFC)	Prevention of homelessness such as rental eviction, put out, foreclosure or the purchase of fuel for heating or for a utility turn off	Low-income families with minor children	Statewide	\$6 million federal funds	DSS offices determine eligibility for the EAFC grants; which are paid directly to landlords, utilities or fuel companies		
Maryland State Department of Education (MSDE)							
McKinney-Vento Education for Homeless	The McKinney-Vento program is designed to address the problems that homeless	The McKinney-Vento Act defines "homeless children	Jurisdictions that apply and are approved	Federal grant	All LEAS through a	This is a three-year grant with an annual renewal.	Funds are used based on the

YOUTH HOMELESSNESS

(those individuals under the age of 25 who lack a fixed, regular, and adequate nighttime residence; this includes those living in motels, hotels, camping grounds emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, and bus or train stations for whom it is not possible to live with their parent guardian or relative and have no other safe alternative living arrangement)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Children and Youth Program	children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.	and youth" as individuals who lack a fixed, regular, and adequate nighttime residence.	receive a sub grant from the State. Currently there are 11 jurisdictions that have McKinney-Vento Subgrants		competitive grant.	Every third year is a new application. The jurisdictions submit an application which is reviewed at MSDE by several reviewers. They are notified of approval and the allocation amount by the State Coordinator for Homeless Education.	approved grant application for each jurisdiction. Funds are spent on transportation, school supplies, tutoring, school uniforms, personal hygiene supplies, student activity fees/field trip, professional development, summer school, and transfer of records. The list above is not all inclusive

YOUTH HOMELESSNESS

(those individuals under the age of 25 who lack a fixed, regular, and adequate nighttime residence; this includes those living in motels, hotels, camping grounds emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, and bus or train stations for whom it is not possible to live with their parent guardian or relative and have no other safe alternative living arrangement)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Title I Part A Set Aside for Homeless Education	The Title I Part A set aside for homeless education is money that the jurisdiction earmarks from their Title I Part A allocation for providing services to children who meet the McKinney-Vento definition of homelessness (see above). These funds are used to support those students, particularly those not located in Title I schools, that need services.	The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence.	All jurisdictions set aside funds from their Title I Part A grant allocation to serve students that meet the McKinney-Vento definition of homelessness.	Federal grant	All 24 LEAS that receive Title I Part A funds.	The Title I Part A grant application is submitted on an annual basis. It is the Attachment 7 in the Master Plan submitted every year. The application is reviewed by specialist and the Director of the Program Improvement and Family Support Branch at MSDE.	Funds are used based on the approved grant application for each jurisdiction. Funds are spend on transportation, school supplies, tutoring, school uniforms, personal hygiene supplies, student activity fees/field trips, caps and gowns, professional development, summer school, and transfer of records. The

YOUTH HOMELESSNESS

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Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
							list above in not all inclusive.
Department of Health and Mental Hygiene (DHMH)							
Medicaid mental health, substance related disorder and physical health care services	Array of community and residential based assessment and treatment services	Medicaid recipients	Statewide	State and Federal			
School health clinics	Healthcare services provided in schools	school aged children	statewide but not in every school	Medicaid and private insurance			
Community Partnered School Mental Health Services	Mental health assessment and treatment by community based mental health clinicians in schools	school aged children and adolescents	statewide but not in every school	Medicaid and private insurance			
Baltimore City Homeless Initiative	To strengthen intervention by addressing gaps in existing services and improving coordination among them.	Youth ages 14-24	Baltimore City	Funding thru DHHS ended 2009			
Medicaid	Pays the medical bills of people who have low income and cannot afford medical care.	Former Foster Care up to 26 years old	Statewide	Federal/State			
Note: 1. The above population is not necessarily homeless, but may have transient living arrangements.							

CHILDHOOD HUNGER

(limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Maryland State Department (MSDE)							
National School Lunch Program	Lunch and snack entitlement program	All children to age 21	Statewide	Federal	Public & nonprofit private schools/Residential Institutions	Through MSDE	Lunch and snack reimbursement
School Breakfast Program	Breakfast entitlement program	All children to age 21	Statewide	Federal	Public & nonprofit private schools/Residential Institutions	Through MSDE	Breakfast reimbursement
Fresh Fruit and Vegetable Program	Fresh Fruit/Veg served outside lunch and breakfast	All children to age 21	Statewide	Federal	Public & nonprofit private schools/Residential Institutions -- highest need and earliest applicants	Through MSDE	Purchase fresh fruit/veg to serve
Maryland Meals for Achievement (MMFA)	Universal free breakfast in the classroom	All children to age 21	Statewide	State	Public & nonprofit private schools -- eligible at 40% Free and Reduced Meals	Through MSDE	Support breakfast in classroom

CHILDHOOD HUNGER

(limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Child and Adult Care Food Program	Meals served to children in child care/homeless settings (entitlement)	Birth to 18; 18 +	Statewide	Federal	Licensed child care centers and homes	Through MSDE	Breakfast/lunch/snacks/supper
Special Milk	Milk reimbursement (entitlement)	Birth to 18	Statewide	Federal	Public & nonprofit private schools/camps/child care	Through MSDE	Support milk purchases
Summer Food Service Program	Meals served to children during summer (entitlement)	All children to age 21	Statewide	Federal	Based upon poverty data -- usually 50% of population in area needs to be 185% above poverty guidelines	Through MSDE	Meals during summer
Food Distribution Program	USDA foods to enhance meals served	All children to age 21	Statewide	Federal	School lunch/child care/summer participants	Through MSDE	USDA food purchases

CHILDHOOD HUNGER

(limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
Community Eligibility Program	Eligible schools can provide free lunch to all students if they meet certain threshold of free and reduced meal students	All children to age 21	Washington Co & Somerset Co currently participating; any county that wishes to sign up and participate (Baltimore City will be participating in SY2016)	Federal	Public Schools & nonprofit private schools/residential institutions	Through MSDE	Lunch reimbursement
Department of Public Safety and Correctional Services (DPSCS)							
Farm to Food Bank	Inmates work farms throughout the state to donate food to the Maryland Food Bank	Children and Families who utilize the Maryland Food Bank	Statewide				
Farming for Hunger	Inmates work farms in Southern MD to donate food to the Maryland Food Bank and to local charities; Farming for Hunger non-profit also works with inmates through incarceration and beyond, providing education,	Children and Families who utilize the Maryland Food Bank	Southern Maryland	Volunteer-driven/Partnership with Maryland Food Bank and the Farming for			

CHILDHOOD HUNGER

(limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways)

Program/Strategy Name	Short Description of Program/Strategy	Population Served	Jurisdictions Served	Source of Funds	For grant programs		
					Eligible Grantees	Application Process	Use of Funds
	training and job opportunities			Hunger non-profit			
Department of Human Resources (DHR)							
Supplemental Nutrition Assistance Program (SNAP) Nutrition Education & Obesity Prevention Grant Program	Education on healthy eating and physical activity to schools, Head Start, and other venues in the community	Low income children and adults	Statewide	Low income children and adults	University of Maryland Extension Service		
Department of Health and Mental Hygiene (DHMH)							
Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	WIC is a supplemental nutrition program that provides nutrition education, breastfeeding support and supplemental foods that contain key nutrients needed during critical periods of growth and development (pregnancy, postpartum, breastfeeding, infancy and early childhood).	Low income (less than or equal to 185% of FPL or eligible for SNAP, TANF or Medicaid) pregnant and postpartum women, infants and children up to age 5.	Every county in Maryland and Baltimore City are served by the Program.	100% Federally funded by US Department of Agriculture	WIC does not award grants. Local WIC agencies are Local Health Departments or non-profit organizations to supplement a LHD program or if a LHD elects to not offer the program.	N/A	Local WIC funds can only be used to support WIC program costs (rent, salaries, supplies, etc.); food costs are paid for at the state level.

ⁱ Maryland Department of Public Safety and Correctional Services

ⁱⁱ Prison Policy Initiative, <http://www.prisonpolicy.org/>

ⁱⁱⁱ Prison Policy Initiative, <http://www.prisonpolicy.org/>

^{iv} Center for Community Alternatives. “Boxed Out: Criminal History Screening and College Application Attrition.” March 2015.

^v Measure of America Opportunity Index County Data, measureofamerica.org

^{vi} Nord, M. (2009). Food insecurity in households with children: Prevalence, severity, and household characteristics. U.S. Department of Agriculture, Economic Research Service

^{vii} *Ending Childhood Hunger: A Social Impact Analysis*, bestpractices.nokidhungry.org

^{viii} *Hunger in Our Schools 2015*, hungerinourschools.org

^{ix} USDA Food and Nutrition Service, <http://www.fns.usda.gov/pd/child-nutrition-tables>

^x Governor’s Office for Children. “Report of the SB764/HB823 Task Force to Study Housing and Supportive Services for Unaccompanied Homeless Youth.” November 2013.